

**DEFINING UNDERGRADUATE STUDENT LEADERSHIP DEVELOPMENT  
THROUGH PRACTICE: A CASE STUDY OF A RURAL, MIDSIZE,  
PUBLIC INSTITUTION**

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# **Defining Undergraduate Student Leadership Development Through Practice: A Case Study Of A Rural, Midsize, Public Institution**

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The rapid growth in efforts to support undergraduate leadership development over the past twenty years, coupled with the complexity of institutions of higher education, has led to a fragmented approach to undergraduate leadership education. Yet, we know that institutions have a greater impact on student leadership development when a strong, collaborative effort between co-curricular leadership programs and academic programs is evident (Seemiller & Murray, 2013). Employing an embedded, single-case study design, this inquiry study sought to explore: (a) how leadership was defined, and (b) how undergraduate leadership education was implemented, within both curricular and co-curricular contexts at a rural, midsize, public institution. The single-case study involved a comprehensive examination of interview data from 12 participants who influenced undergraduate leadership education at the strategic level, and 139 program-level documents used to inform practice of undergraduate leadership education at the case institution. Through an in-depth analysis, using inductive coding methods along with code mapping techniques, study findings indicated that how leadership was defined at the institution was greatly influenced by individual definitions of leadership as put forth by leadership educators, as well as institutional context and culture. Furthermore, leadership educators and administrative leaders revealed a heavy reliance on student leadership positions and high-impact practices as a means to teach leadership, particularly to specific populations of undergraduate students. In sum, the study confirmed that although a variety of leadership development experiences existed at the institution,

efforts towards leadership education was not institutionalized, generating a need for a more collaborative, institutional approach between leadership educators. This study concludes with a discussion of implications for practice intended to influence the work of leadership educators, and to suggest intentional efforts in creating a common, institutional approach to leadership education at the university.

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## **Preface**

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## **1.0 Introduction**

### **1.1 Problem Area**

Colleges and universities play a critical role in shaping the quality of leadership in modern American society (Astin & Astin, 2000). Accordingly, professional associations are increasingly calling on institutions of higher education (IHEs) to develop leadership capacities in undergraduate students in more purposeful and strategic ways (AAC&U, 2007; Brill et al., 2009; CAS, 2012b, 2009; ILEC, 2016; NASPA & ACPA, 2004; Peck & Preston, 2018). The college experience provides opportunities for students to build and practice leadership skills such as critical thinking, verbal and written communication, teamwork, and understanding. Yet, employers continue to call attention to a gap that exists between the readiness of college graduates for the workforce and expectations of employers regarding leadership skills (Brink, 2018; Peck & Preston, 2018). Employer and societal calls to produce college graduates who possess leadership abilities have led to a growth in efforts on college campuses to support undergraduate leadership development.

Leadership development is “a continuous, systemic process designed to expand the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives” (Allen & Roberts, 2011, p. 67). Within higher education, efforts to support leadership development come in many forms, such as academic curriculum, living-learning opportunities, and co-curricular leadership experiences. Both formal and informal leadership experiences have become more commonplace across IHEs, resulting in an emerging priority of creating intentional efforts to support undergraduate leadership development.

The rapid growth in efforts to support undergraduate leadership development over the past twenty years coupled with the complexity of IHEs, however, has led to a fragmented approach to undergraduate leadership education. Competing institutional priorities, along with academic and student affairs silos, impede progress toward creating a comprehensive approach (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; ILEC, 2016; Owen, 2012; Peck & Preston, 2018). University administrators play a crucial role in instituting a strategy, yet the competing priorities leave individual units to develop their own approach toward leadership education. Still, we know that institutions have a greater impact on student leadership development when a strong, collaborative effort between co-curricular leadership programs and academic programs is evident (Seemiller & Murray, 2013).

The Council for the Advancement of Standards in Higher Education (2012) states that “Student Leadership Programs (SLP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success” (p. 14). Effective collaboration deepens student learning, making student leadership development the responsibility of both academic affairs and student affairs stakeholders (AAHE, ACPA, & NASPA, 1998). As undergraduate leadership development occurs across institutional boundaries of IHEs, student affairs and academic affairs units need to engage in collaborative efforts to connect academic and co-curricular experiences, with the goal of enhancing student learning.

As many IHEs measure leadership as a core outcome of the entire undergraduate experience (Brink, 2018; Dugan & Komives, 2007; NASPA & ACPA, 2004), the emphasis on undergraduate leadership education continues to expand. Yet, many of these efforts are fragmented, lacking a collaborative institutional approach. Furthermore, a critical need exists to prepare students to meet the expectation of future employers and stay abreast of societal demands.



If graduates are expected to address the complexities and challenges of life after college, as leaders, they “must be capable of multimodal thinking and be educated in interdisciplinary, integrative, and intentional ways” (Owen, 2015, p. 49). Therefore, IHEs must create a strategic and collaborative approach to undergraduate student leadership development to have the greatest impact on student learning, persistence, and success.

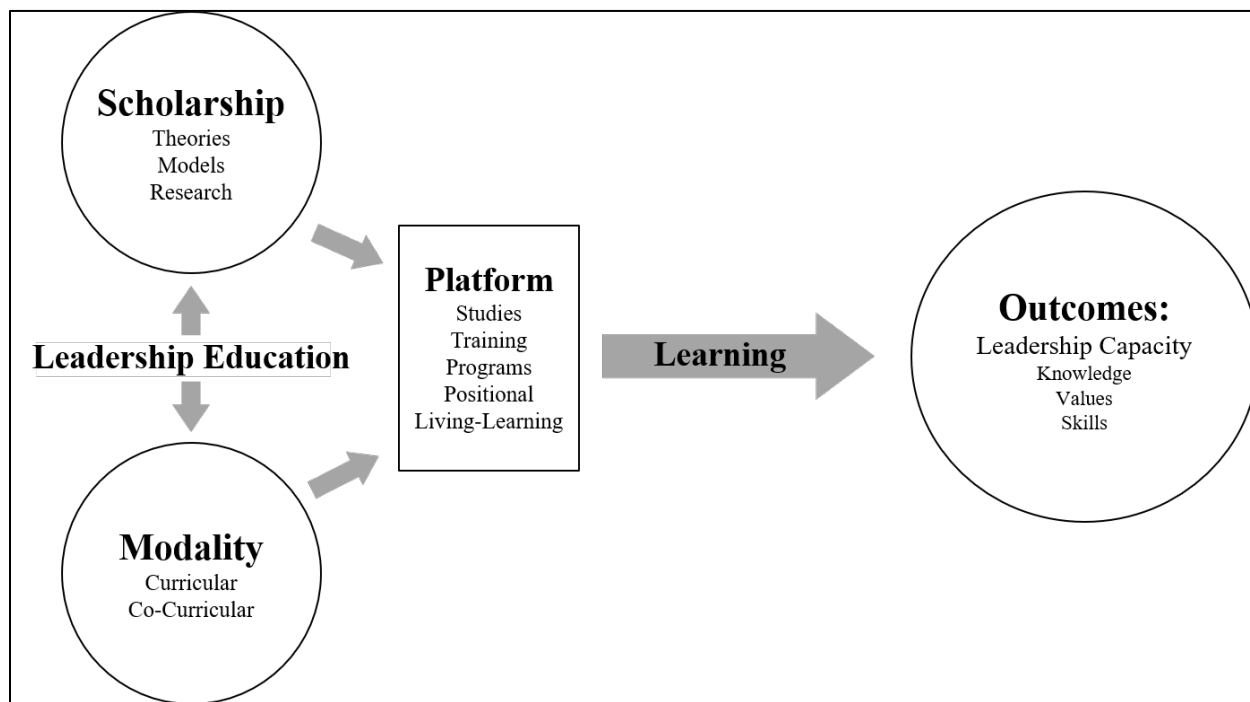
## **1.2 Leadership Terminology**

Terms associated with leadership are often confused or used interchangeably (Allen & Roberts, 2011; Andenoro, Allen, Haber-Curran, Jenkins, Sowcik, Dugan, & Osteen, 2013; Roberts, 1981). Yet, each term has a unique meaning that contributes to the understanding of undergraduate student leadership. Leadership development is often the overarching term used to describe the ways in which students learn leadership and, in turn, build leadership capacities. Influenced by Allen and Robert’s (2011) definition of leadership development, this study defines undergraduate leadership development as a continuous, systemic process designed to expand the leadership capacities of undergraduate students in effort to meet the goals and objectives of the case institution.

Leadership education is a component of leadership development. Whereas leadership development is the overall process, leadership education is the practice of teaching leadership. Andenoro et al. (2013) define leadership education as “the pedagogical practice of facilitating leadership learning in an effort to build human capacity and is informed by leadership theory and research. It values and is inclusive of both curricular and co-curricular educational contexts” (p. 3). Platforms used in leadership education include leadership studies, leadership programming,

and leadership training. Definitions of these platforms are discussed in chapter two. Examples of how these platforms are implemented within higher education are found in Appendix A.

Through the implementation of leadership education, it is intended for students to build leadership capacities as an outcome of leadership development. Leadership capacity is “the knowledge, skills, and attitudes associated with the ability to engage in leadership” (Dugan, Kodama, Correia, & Associates, 2013, p. 6; Hannah, Avolio, Luthans, & Harms, 2008). Therefore, developing leadership capacity is the ultimate outcome of the leadership development process. The process of undergraduate leadership development designed for this inquiry study is illustrated in Figure 1.



**Figure 1. The Process of Leadership Development**

This figure was designed for this inquiry study and illustrates the process of undergraduate leadership development, beginning with leadership education. Leadership education is inclusive

of both scholarship, and application through curricular and co-curricular modalities. Leadership education is implemented through various platforms. Student learning leads to the outcome of the leadership development process, the building of leadership capacity (knowledge, values, skills).

### **1.3 Inquiry Context and Setting**

This inquiry was set within the context of a mid-sized, public university situated in rural western Pennsylvania. To protect anonymity of the institution, the university will be referred to as “the university” or “the case institution” throughout this dissertation. With a total enrollment of 8,824, the case institution was primarily undergraduate, with 85% of students being undergraduate level (SRU, 2018c). Within the total population, 59% identified as female and 41% as male; 85% as White non-Hispanic; 89% as an in-state resident; and 85% of traditional college age, 18-24.

Developing undergraduate student leadership capacities was an institutional priority, as stated in both the university strategic goals and mission which states, “The fundamental educational mission of [the university] is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success” (SRU, 2014). Actual efforts to support undergraduate student leadership development, however, were fragmented. Structurally, leadership education was decentralized. Three separate departmental units were explicitly responsible for supporting student leadership development, as stated in their departmental mission statements or program goals. These units include the Leadership Studies Program, Office for Student Engagement and Leadership, and the Leadership Development Center. Each department fell within a larger sub-divisional unit, which included:

- (1) Academic Affairs (curricular): The Leadership Studies major and minor, as well as several other academic programs or course offerings explicitly identify leadership as a student learning outcome. Other forms of leadership studies were executed through academic courses, certificates, or concentrations.
- (2) Student Affairs (co-curricular): The Office for Student Engagement and Leadership served as the traditional student affairs unit explicitly responsible for undergraduate leadership education. Leadership development occurred through student involvement opportunities including student organizations, fraternity and sorority life, student government, leadership programming, and online student engagement. Additionally, other traditional student affairs units, such as Residence Life, Office for Inclusive Excellence, Campus Recreation, Career Education and Development, Global Engagement, Orientation, and Office for Community Engaged Learning also supported co-curricular student leadership development. Although the primary responsibility of these units was not leadership education, their efforts contributed to undergraduate student leadership development. Efforts included peer mentor programs, living-learning communities, internships, community engagement, student employment, and study abroad experiences.
- (3) Human Resources: The Leadership Development Center, a function of the Office for Human Resources, provided experiential leadership training programs that benefit faculty, staff, and students.

Although all of these units held responsibility for leadership education and implemented leadership development programs and initiatives, they functioned independently with little to no collaboration.

### 1.3.1 Organizational Structure

As leadership development is the responsibility of faculty and staff across the institution (Dugan & Owen, 2007), it is important to understand the unique organizational structure of the university. Traditional structures, which divide the university into academic affairs and student affairs units, tend to reinforce a siloed culture. Academic affairs emphasize intellectual development through classroom teaching and curriculum-based learning, while student affairs units emphasize holistic development of students—social, physical, emotional—through co-curricular learning. Within traditional structures, one might see academic affairs as being responsible for leadership studies, which is the “academic study of leadership as a discipline or in the various disciplines in which leadership is also situated” (Komives, Dugan, Owen, Slack, & Wagner, 2011, p. xvi). Student affairs, on the other hand, might be responsible for leadership programming, defined by the Council for the Advancement of Standards (CAS) (2012) as “leadership-related activities designed to intentionally promote outcomes of leadership learning” (p. 3).

Contrary to the traditional model of university structures, the case institution combined academic and student affairs units, both reporting to the chief academic officer, the Provost. The Division of Academic and Student Affairs was organized into twelve subdivisions: the four academic colleges, Student Success, Transformational Experiences, Global Engagement, Planning Resource Management and Assessment, Enrollment Management, Information and Administrative Tech Services, Athletics, and University Police. The university’s organizational chart is found in Appendix B. A functional cluster model such as this is intended to create greater efficiency that enables specialized units to collaborate across divisional and functional boundaries (Kuk & Banning, 2009). Placing the academic colleges in the same division as traditional student

affairs units should, in theory, encourage collaborative efforts to support undergraduate leadership development.

Despite this innovative institutional design, a collaborative, strategic approach to undergraduate leadership education did not exist. For example, the Leadership Studies program, situated in the College of Liberal Arts, is an interdisciplinary program that “combines a curriculum in leadership, theory, methodology, and application” (SRU, 2018a). Although the program description claimed to support students’ co-curricular activities, there was no formal partnership or collaboration with the Office for Student Engagement and Leadership, the unit responsible for implementing student co-curricular leadership opportunities such as student organizations, fraternity and sorority life, student government, and the first-year leadership program. Student Engagement and Leadership was explicitly responsible for creating and implementing student leadership development programs. The chart found in Appendix C outlines the various units across the institution that implemented programs and initiatives that might play a role in supporting undergraduate leadership development.

### **1.3.2 Researcher’s Positionality**

As the researcher in this single-case study, it was important for me to consider how I was situated, or positioned, in the research. Jones, Torres, and Arminio (2014) describe positionality as “the relationship between the researcher and his or her participants and the researcher and his or her topic” (p. 26). My role as the Director of Student Engagement and Leadership at the university positioned me closely to both the subject matter and study participants. “The mission of the Office for Student Engagement and Leadership is to empower students in pursuit of their own developmental growth and achievements, through purposefully cultivated co-curricular

opportunities and leadership experiences” (SRU, 2018b). As director, it was my role to lead the strategy toward achieving this departmental mission, through program development, resource and personnel management, and assessment of student learning. The university mission, strategic plan, and university-wide student learning outcomes served as a guide to developing the strategy.

Although many student affairs units contributed to undergraduate leadership development, Student Engagement and Leadership was often viewed by the university administration as the unit responsible for student leadership education in the co-curricular context. The *Multi-Institutional Study of Leadership – Institutional Survey (MSL-IS)* (2009) found that although most units claim not to “own leadership education on campus,” universities tend to “foster an over-reliance on partners in campus activities and programming” (Owen, 2012, p. 14). This claim held true at the case institution, as the Student Engagement and Leadership unit was responsible for creating and implementing university-wide student leadership programs including a first-year leadership program, student organization leadership workshop series, and general student leader training. The department was also been tasked by the Provost to develop a comprehensive leadership program or strategy designed to support student leadership development from the first year through graduation. Building a comprehensive student leadership development program requires significant time, effort, and resources, and therefore, must expand beyond departmental and divisional boundaries.

As efforts to support student leadership development spanned across the institution, building interdisciplinary partnerships was key in moving toward a common language and strategic approach to undergraduate leadership education. Leadership education that encompasses systems-based and complex perspectives provides opportunities to create partnerships with colleagues across curricular and co-curricular disciplines, ultimately forming a foundation to

enhance student learning and development (Andenoro et al., 2013, p. 28). Furthermore, collaborative partnerships provide opportunity to maximize resources, including fiscal, professional development, and human resources (ILEC, 2016). Building interdisciplinary partnerships, coupled with the application of scholarly research, allows evidenced-based decisions to achieve both the departmental and institutional mission of developing the leadership capacities of students.

Though many efforts to support student leadership development existed across the institution, leadership educators at the university lacked a system-level understanding of undergraduate leadership development. The formation of strategy, program development, and assessment were often placed at the unit-level. The only assessment to gain a system-level understanding of undergraduate leadership development was a cursory collection of annual data on the “number of student leaders on campus.” This information hardly provided a true understanding of the impact student leadership education had on student development and learning. In effort to gain a deeper, systems-level understanding, in April 2018, the Office for Student Engagement and Leadership led a university-wide initiative to participate in the *Multi-Institutional Study of Leadership* (MSL). The MSL is one of the largest studies of college student leadership, whose purpose is “to contribute to the understanding of college student leadership development, with special attention to the role of higher education in fostering leadership capacities” (Owen, 2012, p. 4). Through my role as the director, I both initiated the case institution’s participation in the MSL and served as the local study administrator. The data from the MSL served as the launching point for this inquiry study.

According to the National Leadership Education Research Agenda “leadership educators and program administrators will need greater understanding of the differences that exist among



leadership programs, the programmatic assessment processes, and the availability, utility, application, and implementation of programmatic assessment resources” (Andenoro et al., 2013). Thus, an intended outcome of this inquiry was to provide practice-based research to inform future practice in my role as Director, as well as the undergraduate leadership education strategy at the larger, institutional level.

### **1.4 Stakeholders**

Successful institutions create a culture of student leadership development by making it the responsibility of stakeholders across the educational environment (CAS, 2012a; Dugan & Owen, 2007; Owen, 2012). This culture is driven by institutional strategy and intentional practice. In systems-level change initiatives, such as developing strategy, the interest of multiple stakeholder groups must be considered. Primary stakeholders serve as the core beneficiaries of systems-change work (Gopal & Clarke, 2017). They hold a direct connection with, or directly impact, the change initiative. Secondary stakeholders, although still holding a vested interest, are influential to the change but do not hold a direct connection to the work. To this end, the following stakeholders were identified in this research:

1. Primary stakeholders: undergraduate students; leadership educators in both academic and student affairs units
2. Secondary stakeholders: University administrators; employers

As a primary stakeholder, undergraduate students are the intended beneficiary of a student leadership education strategy. Purposeful interventions across the institution positively impact the leadership development of undergraduate students (Dugan & Komives, 2007). As stakeholders,

students hold a vested interest in developing such capacity to both enhance their learning and better prepare themselves to enter the workforce. As students build leadership capacities through a wide variety of experiences, student stakeholders are identified both as individuals and as part of various subgroups. These include students holding leadership positions within student organizations, fraternity and sorority leaders, resident assistants, orientation ambassadors, and peer mentors. Many students develop leadership knowledge and skills through other experiences, including participation in formal leadership programs, student employment, varsity or club sports, or off-campus organizations. Other students develop leadership capacities through their academic coursework, or academic-related experiences such as study abroad, internships, service-learning, or honors program. A strategic approach to leadership education helps students to make connections between these experiences, both in the academic and co-curricular settings.

Successful leadership education requires both rigorous scholarship and application, emphasizing connections between academic and student affairs (ILEC, 2016). Leadership educators, as primary stakeholders, hold a vested interest in making such connections. Institutional partnerships might lead to increased program funding, human resources, and professional development opportunities for leadership educators. A strategic institutional approach would also provide a common language of leadership across disciplines, also allowing for more comprehensive assessment of undergraduate leadership programs and student learning. The *Multi-Institutional Study of Leadership – Institutional Survey (MSL-IS)* (2009) suggests that leadership educators using an intentional approach to strengthen student leadership programs, such as the *CAS Self-Assessment Guide for Student Leadership Programs* (CAS SLPs), “may more effectively assess leadership program design and delivery, better advocate for necessary resources, and make increasingly effective programmatic decisions” (Owen, 2012, p. 16). Thus, the CAS SLPs (2012a)

recommend that leadership educators initiate collaborative interactions with stakeholders who have legitimate concerns about and interests in undergraduate leadership development. This inquiry identified leadership educators, in both academic and student affairs units, as primary stakeholders.

First, faculty influence undergraduate leadership development in several ways. As leadership educators, faculty implement curricular leadership experiences through both their research and their scholarship (Cook, 2017). Such leadership education includes leadership studies majors and minors, as well as individual courses across academic disciplines that incorporate leadership theories, pedagogies, and practices. Other curricular student leadership experiences led by faculty include service-learning, study abroad, and undergraduate research. Faculty are ultimately responsible for developing curriculum and establishing student learning outcomes, which require that they possess the knowledge and an understanding of leadership theories, models, philosophies, and pedagogies. Furthermore, faculty members serve as advisors and mentors to undergraduate students, both academically and within student organizations. Faculty mentoring is one of the strongest predictors of positive student leadership outcomes (Dugan & Komives, 2007). Therefore, faculty influence undergraduate leadership development both inside and outside the classroom.

Second, student affairs units provide programs and services that enhance leadership learning as co-curricular experiences. Student affairs units that supported undergraduate leadership development at the university are outlined in Appendix C. Such co-curricular experiences provide a practical space for students to apply the technical knowledge and skills learned in the classroom to further develop their leadership capacities. For example, student affairs educators conduct training for students holding formal leadership positions, offer mentorship

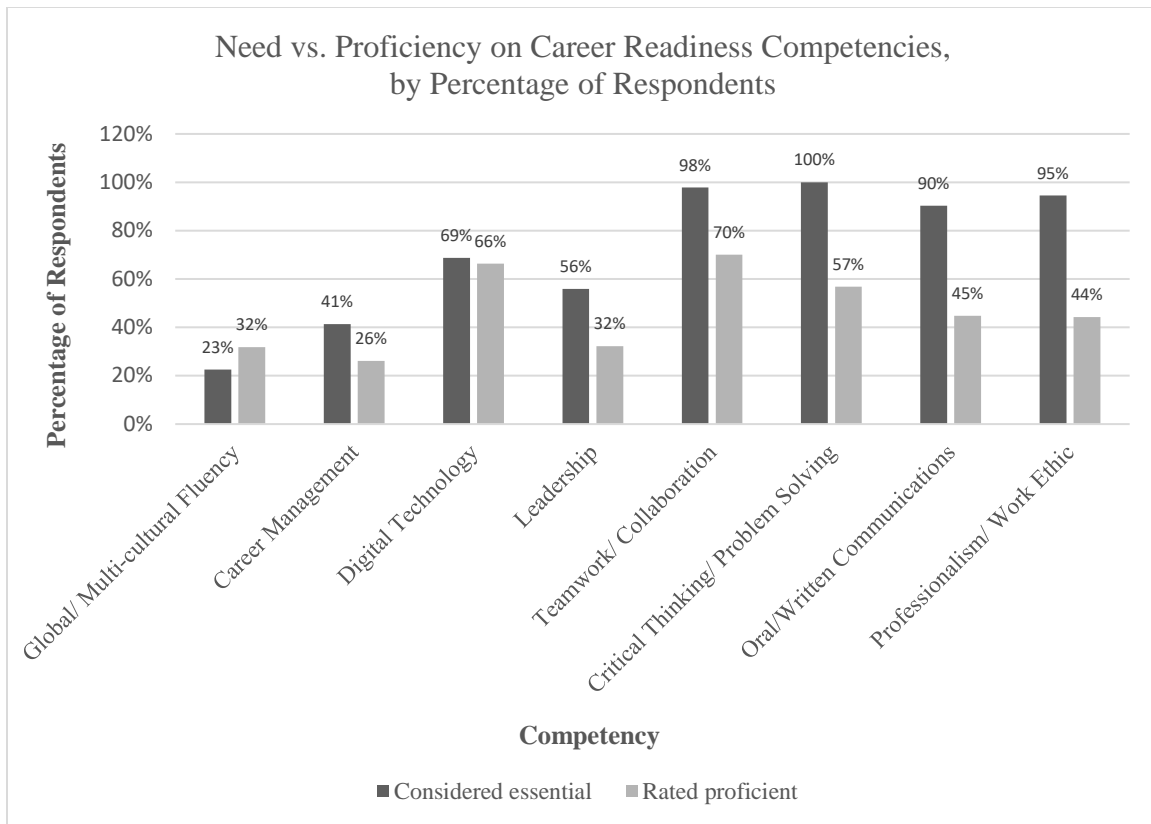
programs, and engage students in dialogues of diversity and socio-cultural experiences. Findings from the *Multi-Institutional Study of Leadership* (MSL) (2006) found that participating in co-curricular leadership experiences during their college years significantly influenced graduates' leadership abilities, specifically—campus involvement, mentoring, socio-cultural conversations, community service, student leadership positions, and formal leadership programs (Dugan & Komives, 2007), all of which are supported by student affairs stakeholders.

Institutional leaders—president, provost, associate provosts, and deans—are secondary stakeholders that impact both the implementation of undergraduate leadership education initiatives and student leadership outcomes. Administrative leaders hold a vested interest in student leadership development to increase institutional effectiveness and graduation outcomes (Brink, 2018).

In light of the national dialogue focused on the value of a college degree and reports that point to competency and skills gaps, it is imperative that higher education institutions respond to these concerns by defining and articulating the value and contributions they bring to their students, institutions, communities, and society as a whole (Brink, p. 13).

Institutional leaders, as stakeholders, articulate the value of leadership education by providing the resources, and often the vision, for strategic development. Without proper support to align with institutional goals, stakeholders directly responsible for leadership education are met with barriers that hinder success. Institutional leaders must create program coherence by supporting institutional and departmental goals and strategies to inform resource allocation (Honig & Hatch, 2004). Administrative leaders can often be most influential in developing strategies, in that they serve as the overall authority and decision-makers.

Employers also serve as secondary stakeholders in that they benefit from the preparation and career readiness of new college graduates. Employers increasingly demand that IHEs prioritize the development of student leadership competencies, or “soft skills,” needed to successfully transition graduates into the workplace (Brink, 2018; Koc, Koncz, Eismann, & Longenberger, 2017). Leadership competencies, such as problem-solving, teamwork, and communication are transferable to a wide variety of careers. The *2019 Job Outlook* (Koc, Kahn, Koncz, Salvadge, & Longenberger, 2018), however, reported a gap between what employers expressed as needs in terms of competencies necessary for career readiness, and the proficiency in those competencies of college graduates entering the workforce. Employers considered leadership, amongst other leadership capacities—teamwork, critical thinking, communication—essential competencies, yet rated the proficiency level of college graduates as not meeting the desired needs. Figure 2 illustrates this gap. To address this gap, institutions must design intentional experiences that expose students to opportunities for competency development, by providing “a path to accomplishing the elusive goal of integrating student learning inside and outside of the classroom” (Peck & Preston, 2018, p. 4).



**Figure 2. Need vs. Proficiency on Career Readiness Competencies, by Percentage of Respondents**

Using NACE’s Career Readiness Competencies, this graph compares what employers viewed as essential competencies for career readiness with the proficiency level of recent graduates reported by employers. Graphic adapted from Koc et al. (2018).

### 1.5 Problem of Practice

Student leadership development was prioritized at the institution through the university mission, strategic goals, and university-wide student learning outcomes statement. Despite these clear directives, a common strategic and collaborative approach to undergraduate leadership

education did not exist. The institution had no common definition or language of leadership, nor was it clear whether commonalities existed amongst leadership models and theories used to inform leadership education across institutional units. Additionally, leadership education was decentralized resulting in fragmented efforts to support undergraduate student leadership development. The responsibility to collaborate and develop strategy was placed at the unit-level making collaboration and coordination difficult. Finally, to my knowledge, a comprehensive review of undergraduate leadership education efforts had not occurred at the institution.

My problem of practice was: the institution lacked a comprehensive understanding of its efforts to support undergraduate leadership development. To address this problem of practice, this inquiry conducted an embedded, single-case study of how undergraduate student leadership development was understood and leadership education was implemented at the institution. This applied research study employed a conceptual framework, informed by scholarly research and professional knowledge of undergraduate student leadership development.

## **1.6 Practical Inquiry Questions**

The following practical inquiry questions guided an embedded, single-case study of the institution's undergraduate student leadership development efforts:

1. How is leadership defined at the institution, within both curricular and co-curricular contexts?
2. How is undergraduate leadership education being implemented at the institution, within both curricular and co-curricular contexts?

Leadership terminology used to explore these inquiry questions are discussed in chapter two, and outlined in Appendix A. Acronyms commonly used in higher education and within the field of college student leadership, and referenced throughout this inquiry study, are listed in Appendix D.

### **1.6.1 How is Leadership Defined?**

The concept of leadership is quite broad and can be interpreted differently by an individual or the organization. Such ambiguity has made it difficult for IHEs to develop a common language of leadership or definition of leadership used to inform practice. Commonalities in research point to student leadership as a collaborative or relational process to engage students in social responsibility or change (Astin & Astin, 2000; Dugan, Kodama, Correia, & Associates, 2013; Komives, Lucas, & McMahon, 2007); however, in practice, an institution may not have a common, institutional definition of leadership. Without a clear agreed upon definition, developing organization-level strategy is difficult. To gain an understanding of how leadership was being defined at the institution, the inquiry explored both explicitly and implicitly stated definitions at the programmatic, departmental, and institutional levels, within both the curricular and co-curricular setting. The inquiry addressed the ways in which these definitions were informed by personal and professional experiences of stakeholders.

### **1.6.2 How is Leadership Education Implemented?**

A critical aspect of developing the capacities of undergraduate students is providing a cohesive approach to leadership education. Leadership education requires rigorous scholarship and application (ILEC, 2016) within both the curricular and co-curricular settings. Platforms used



to deliver leadership education may include programming, studies, and training. This inquiry investigated the implementation of leadership education at the institution, including formal leadership programs, training, and student leadership positions; leadership studies major, minor, and individual courses; curricular and co-curricular experiences that impacted undergraduate leadership development; and how the teaching and learning of leadership interacted across the institution.

## **2.0 Review of Supporting Scholarship and Professional Knowledge**

To recognize the importance of creating a purposeful and strategic approach to support student leadership development, a comprehensive understanding of undergraduate leadership development was needed. Through an exploration of scholarly research and professional knowledge, this literature review provided a conceptual framework to understand student leadership development within higher education. Knowledge areas included in this review included: (a) leadership terminology, (b) college student leadership theories and models, (c) college student leadership development outcomes, and (d) how leadership education was implemented within IHEs. The following questions guided the review:

1. How is undergraduate student leadership defined within the context of higher education?
2. How is undergraduate student leadership education implemented across higher education?

### **2.1 Defining Undergraduate Student Leadership Development**

Terms associated with leadership are often confused or used interchangeably (Allen & Roberts, 2011; Andenoro, Allen, Haber-Curran, Jenkins, Sowcik, Dugan, & Osteen, 2013; Roberts, 1981). Yet, each have unique meaning that contribute to the understanding of undergraduate student leadership. The following definitions provide context to the understanding of leadership development in higher education and were used for the purpose of this research study:

- Leadership Capacity – “the knowledge, skills, and attitudes associated with the ability to engage in leadership” (Dugan et al., 2013, p. 6; Hannah, Avolio, Luthans, & Harms, 2008).
- Leadership Competency – “knowledge, value, ability [skill or motivation], and behavior that lead to the outcome of effective leadership” (Seemiller & Murray, 2013, p. 35).
- Leadership Development – “a continuous, systemic process designed to expand the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives” (Allen & Roberts, 2011, p. 67).
- Leadership Education – “the pedagogical practice of facilitating leadership learning in an effort to build human capacity and is informed by leadership theory and research. It values and is inclusive of both curricular and co-curricular educational contexts” (Andenoro et al., 2013, p. 3).
- Leadership Learning – “an outcome of purposefully designed and integrated experiences that foster the development of leadership capacity” (Allen & Roberts, 2011, p. 69).
- Leadership Platform – “the format of the curricular or co-curricular experience typically associated with best-practices in leadership education” (Dugan et al., 2013, p. 6).
- Leadership Programs – “opportunities to study leadership and to experience...leadership-related activities designed to intentionally promote desired outcomes of student leadership learning” (CAS, 2012a, p. 3).
- Leadership Studies – “the academic study of leadership as a discipline or in the various disciplines in which leadership is also situated” (Komives et al., 2011, p. xvi).
- Leadership Training – “activities designed to develop ability to perform practical skills that facilitate effective leadership” (Allen & Roberts, 2011, p. 66).

Examples of how each definition applies to practice within higher education are in found in Appendix A.

### **2.1.1 Theoretical Models of College Student Leadership Development**

The concept of leadership is quite broad and can be interpreted differently by an individual or the organization, making it difficult for the field of higher education to develop a common language or definition of leadership. However, such agreement is imperative. Seemiller and Murray (2013) note, “having a common language can assist in getting students into leadership development opportunities appropriate for their academic focus as well as guiding program development” (p. 44). Much of the research points to student leadership as a collaborative or relational process to engage students in social responsibility or change (Astin & Astin, 2000; Dugan, Kodama, Correia, & Associates, 2013; Komives, Lucas, & McMahon, 2007). Well-established theoretical models that define college student leadership development include:

1. Social Change Model of Leadership Development (Astin et al., 1996)
2. Relational Leadership Model (Komives, Lucas, & McMahon, 1998)
3. Emotionally Intelligent Leadership Model (Shankman & Allen, 2008)
4. Five Practices of Exemplary Leadership (Kouzes & Posner, 1995)

Definitions of leadership provided by these models are grounded in theory and scholarly research, which directly influence the content of student leadership development initiatives (Dugan & Osteen, 2017). These models also contend that all students can learn and develop leadership capacities if intentional leadership experiences are grounded in formal theory. The following sections will provide an overview of each model.

### 2.1.1.1 Social Change Model

The Social Change Model of Leadership Development (SCM) is the most frequently applied leadership model specifically designed for college students (Dugan & Owen, 2007). Centered around seven personal, group, and community values, the SCM defines leadership as “a purposeful, collaborative, values-based process that results in positive social change” (Komives, Wagner, & Associates, 2017, p. xii). The “seven C’s” of the SCM include consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship. The two basic premises of the SCM are that (a) the model is inclusive of leaders at varying levels and (b) leadership is a process and not a position or title (Buschlen & Dvorak, 2011; Astin et al., 1996). The SCM is used as a framework across IHEs to develop leadership studies curricula, co-curricular programs, and assessment tools. The SCM is illustrated in Figure 3.

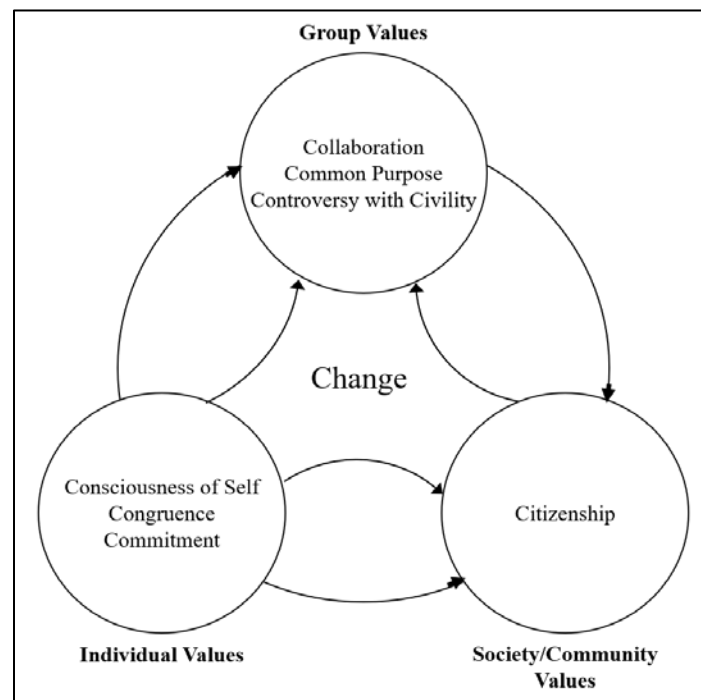
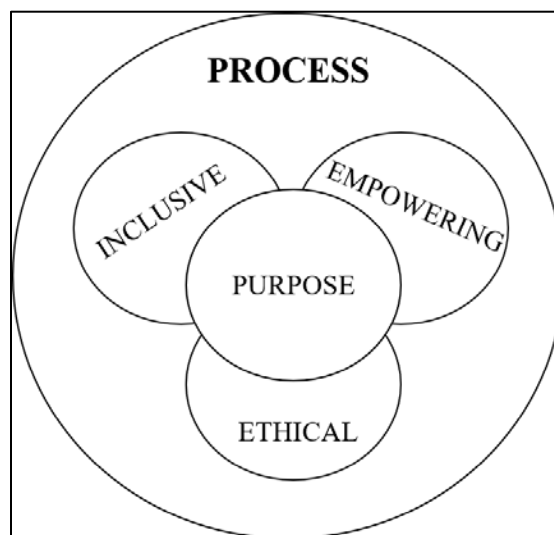


Figure 3. Social Change Model of Leadership Development (Astin et al., 1996).

Graphic adapted from Dugan & Komives (2011).

### 2.1.1.2 Relational Leadership Model

Similar to the SCM, the Relational Leadership Model (RLM) defines leadership as “a relational and ethical process of people together attempting to accomplish positive change” (Komives, Lucas, & McMahon, 2007, p. 74). The values-based approach of the RLM encompasses five key components, including purposefulness, inclusiveness, empowerment, ethical practices, and process orientation. This model is often used to support undergraduate student leadership development through a group process, such as student government, student organizations, and fraternity and sorority chapters. The RLM is illustrated in Figure 4.



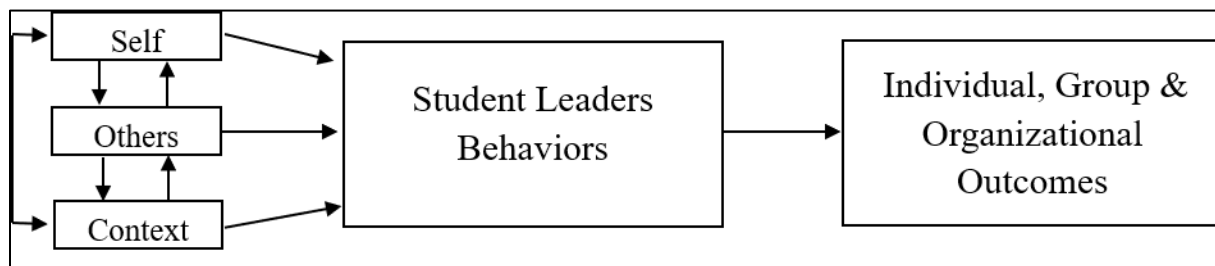
**Figure 4. Relational Leadership Model (1995).**

**Graphic adapted from Dugan and Komives (2011).**

### 2.1.1.3 Emotional Intelligent Leadership

Emotional Intelligent Leadership (EIL) seeks to promote “an intentional focus on three facets: consciousness of self, consciousness of others, and consciousness of context” (Levy Shankman, Allen, & Haber-Curran, 2015, p. 9). This integrative approach is designed to purposefully develop the leadership capacities of students by blending two constructs—emotional

intelligence and leadership. The model focuses on twenty-one capacities developed across the three facets and supports the student in developing knowledge, skills, and abilities to reach intended individual, group, and organizational outcomes. The EIL is used in IHEs for program development and leadership training, in both curricular and co-curricular contexts. (The EIL model is illustrated in Figure 5).



**Figure 5. Emotional Intelligent Leadership Model (2008).**

**Graphic adapted from figure in Shehane, Sturtevant, Moore, & Dooley (2012).**

#### **2.1.1.4 Five Practices of Exemplary Leadership**

The Five Practices of Exemplary Leadership framework is an evidenced-based model, intended to assist students in becoming better, more effective leaders. Kouzes and Posner (2014), define leadership using a series of leadership practices intended to challenge students to move “beyond the ordinary to the extraordinary, regardless of your setting, environment, or circumstances” (p. 9). The practices are measured using the Student Leadership Practices (S-LPI) inventory. The S-LPI was “designed to identify specific behaviors and actions that students report using when they are at their personal best as leaders” (Kouzes and Posner, 2014, 2008; Posner and Brodsky, 1992). These behaviors are categorized by the following five practices:

1. Model the Way: Clarify values by finding your voice and affirming shared ideals; set the example by aligning actions with shared values.

2. Inspire a Shared Vision: Envision the future by imagining exciting and ennobling possibilities; enlist others in a common vision by appealing to shared aspirations.
3. Challenge the Process: Search for opportunities by seizing the initiative and looking outward for innovative ways to improve; experiment and take risks by constantly generating small wins and learning from experience.
4. Enable Others to Act: Foster collaboration by building trust and facilitating relationships; strengthen others by increasing self-determination and developing competence.
5. Encourage the Heart: Recognize contributions by showing appreciation for individual excellence; celebrate the values and victories by creating a spirit of community (Kouzes & Posner, 2014).

The SLP-I has been used across IHEs to measure undergraduate student leadership in both the curricular and co-curricular settings, in addition to being used as a framework to develop leadership curricula and programs.

### **2.1.2 Competency-Based Models of College Student Leadership Development**

More recent undergraduate student leadership literature focuses on the development of competencies to better prepare students for career success. “Competencies are knowledge, values, abilities, and behaviors that help an individual contribute to or successfully engage in a role or task” (Seemiller, 2013, p. xv). The idea of developing competencies for the workplace is common in most professional organizations (Ammons-Stephens, Cole, Jenkins-Gibbs, Riehle, & Weare, 2009) and is used by nearly 75% of businesses (Conger & Ready, 2004). The same is true across sectors including business, nonprofit, health care, education, military, law enforcement, library



science, and hospitality (Seemiller & Murray, 2013). Therefore, it is important for leadership educators to support students in the development of leadership competencies. Understanding competencies as a framework for student leadership development allows leadership educators to design experiences that better prepare students for their intended career fields (Seemiller, 2013). Since most career fields have their own set of professional competencies, the literature reviewed for this inquiry will focus specifically on competency models specific to undergraduate student leadership development.

#### **2.1.2.1 NACA Competencies for College Student Leaders**

The National Association for Campus Activities (NACA) is a “recognized leader in higher education, providing knowledge, ideas and resources for campus life” (NACA, n.d.). The association provides resources and professional development opportunities for both students and higher education professionals. Mostly supporting the enhancement of co-curricular programs, NACA resources focus on student events and activities, program planning, and student leadership development. However, connecting classroom learning with student experiences outside the classroom is a vital aspect of student leadership development (Brill et al., 2009). In helping students to make such connections, the association developed a set of core competencies designed to support the development of skills and abilities as a result of participation in experiences such as student organizations, community service, campus activities, and positional leadership positions. The *NACA Competencies for College Student Leaders* (Brill et al., 2008) were designed on the premise that students should achieve specific learning outcomes as a result of their co-curricular involvement. The ten core competencies include: (a) leadership development, (b) assessment and evaluation, (c) event management, (d) meaningful interpersonal relationships, (e) collaboration, (f) social responsibility, (g) effective communication, (h) multicultural competency, (i) intellectual

growth, and (j) clarified values. Although not considered core competencies, NACA identifies the additional competencies below as factors important to student leadership development:

- Enhanced self-esteem
- Realistic self-appraisal
- Healthy behavior and satisfying lifestyles
- Interdependence
- Spiritual awareness
- Personal and educational goals
- Career choices

While the list of *NACA Competencies for College Student Leaders* takes a wholistic approach to student development, and is specific to undergraduate leadership, it is limited in that it focuses on campus involvement experiences. Leadership learning occurs across the curriculum and co-curriculum, all of which impacts leadership competency development.

#### **2.1.2.2 NACE Career Readiness Competencies**

Preparing students to enter the workforce is a significant outcome of higher education. Career readiness of college graduates is of critical importance in both the labor market and public arena (Koc et al., 2017). Career readiness is defined as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (Koc et al., 2017). Each year, the National Association of Colleges and Employers (NACE) distributes the *Job Outlook Survey* to its employer members to gather data relating to hiring intentions of new college graduates. Survey participants were asked to rank the specific attribute they seek on a candidate’s resume. According to the 2018 results, the top five attributes

included communication skills, problem-solving skills, ability to work in a team, initiative, and analytical skills. Although leadership was identified as its own attribute, and still appeared within the top ten on the list, the other attributes could arguably be considered as leadership capacities.

Using the evidence provided in the *Job Outlook Survey*, NACE developed a set of eight competencies associated with career readiness for new college graduates: (a) critical thinking/problem solving, (b) oral/written communications, (c) teamwork/collaboration, (d) digital technology, (e) leadership, (f) professionalism/work ethic, (g) career management, and (h) global/intercultural fluency. Identified as a competency, Koc et al., (2017) defines leadership as the ability to:

Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work. (p. 1)

Although the NACE competencies are applicable across the higher education environment, it is critical for leadership educators to be aware of these competencies, particularly as leadership is explicitly stated.

### **2.1.2.3 Student Leadership Competencies**

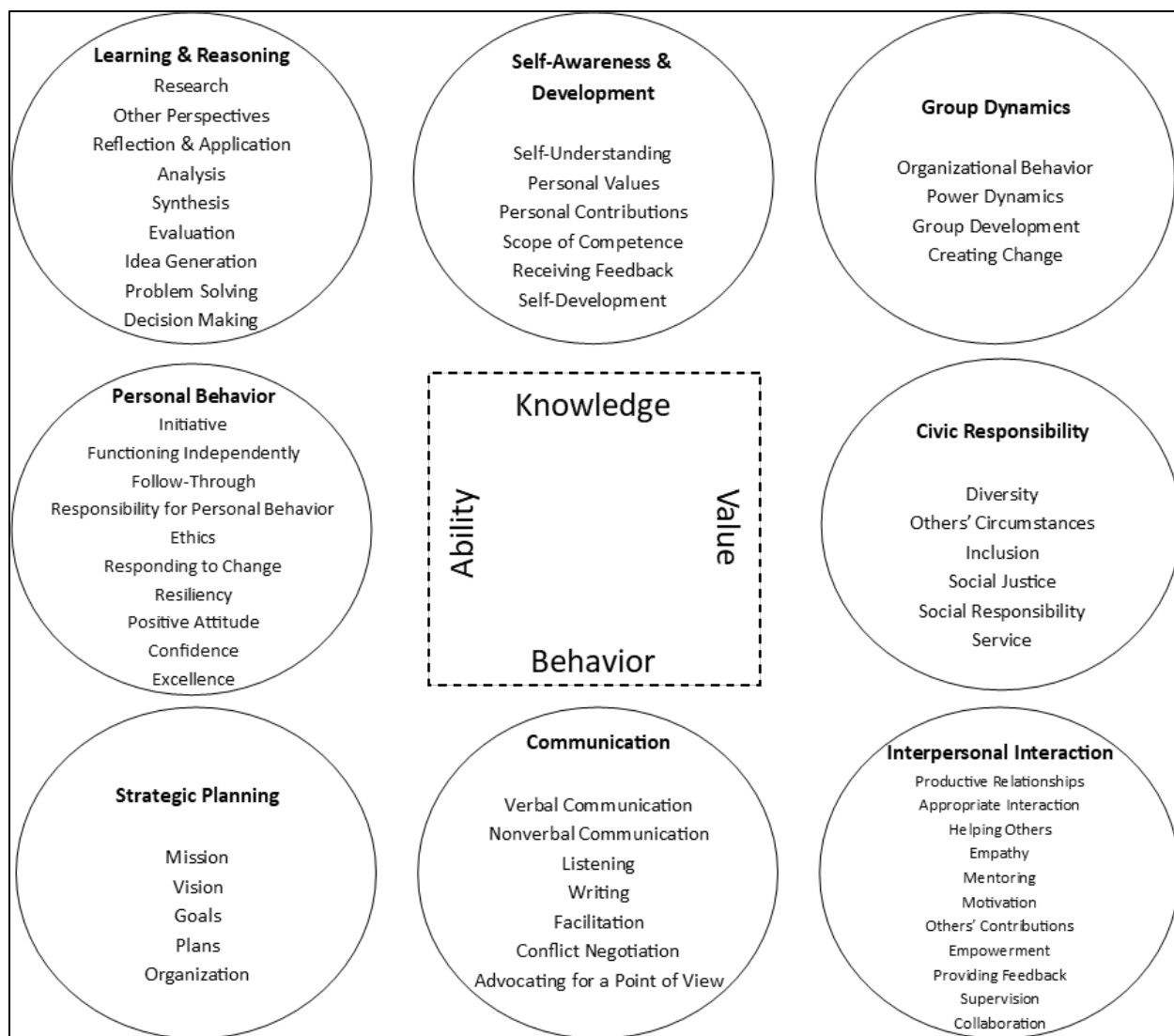
Recognizing the need for students to develop specific competencies in preparation for career success, Seemiller and Murray (2013) developed a set of competencies specifically intended for college student leadership development. The scope of their research spanned across higher education, analyzing 18,000 learning outcomes across 522 academic programs. The Student Leadership Competencies (SLC) (2013) were developed from analyzing the learning outcomes along with concepts identified in the various college student leadership models outlined earlier in

this chapter, including the Relational Leadership Model (Komives, Lucas, & McMahon, 1998), Five Practices of Exemplary Leadership (Kouzes & Posner, 1995), and the Social Change Model of Leadership (Astin et al., 1996). Standards for leadership programs set by the Council for the Advancement of Standards in Higher Education (CAS) (Dean, 2006) and outcomes from Learning Reconsidered from ACPA/NASPA (Day et al., 2004) were also used.

The SLC model consists of sixty competencies, grouped into eight categories: (a) learning and reasoning, (b) self-awareness and development, (c) group dynamics, (d) personal behavior, (e) civic responsibility, (f) strategic planning, (g) communication, and (h) interpersonal interaction. Given Seemiller and Murray's (2013) definition of leadership competency, "knowledge, value, ability (skill or motivation), and behavior that lead to the outcome of effective leadership," the framework identifies four dimensions of each competency:

1. Knowledge: knowledge of or understanding of the value of a competency;
2. Value: value placed on a competency;
3. Ability (motivation or skill): internal motivation to engage in a certain behavior or the skill level to perform a certain behavior;
4. Behavior: engagement in a certain behavior (Seemiller, 2013, p. xviii-xix).

The SLC model is not only one of the newest student leadership frameworks within the higher education context, but also integrates relevant theories and standards that have been thoroughly researched. The SLC model provides a common language that is understandable to students, leadership educators, and employers, making it relevant within higher education and across professional industries. The model also supports the philosophy that leadership can be taught and learned by all students. The SLC model is illustrated in Figure 6.



**Figure 6. Student Leadership Competencies Model (Seemiller & Murray, 2013).**

Graphic adapted from figure at <https://studentleadershipcompetencies.com/>.

## **2.2 Leadership Development Outcomes**

### **2.2.1 Leadership Capacities**

The higher education environment and student experiences are powerful factors in student leadership development (Pascarella & Terenzini, 2005; Zimmerman-Oster & Burkhardt, 1999). Opportunities to develop and enhance student leadership capacities are found across the institution, in both the curricular and co-curricular settings. Co-curricular experiences that support and enhance the curricular experience, such as student organization involvement, positively impact leadership development (Dugan & Komives, 2007). Because the college environment allows for students to experience leadership in a variety of ways, “virtually every student engages in some type of activity that involves the practice of leadership” (CAS, 2012a, p. 2). Therefore, institutions must purposefully design such opportunities.

Research indicates that leadership can be learned and that all undergraduate students can increase their leadership capacities (Astin & Astin, 2000; Cress et al., 2001; Owen, 2011). This significant claim supports the argument that IHEs must focus on leadership development as a critical outcome for undergraduate education. In *Leadership Reconsidered: Engaging Higher Education in Social Change*, Astin and Astin (2000) make the claim that leaders are not born, but rather are individuals that make an effort to learn and acquire knowledge, skills, tools, and capacities needed to affect change. The *MSL-IS* (2009) supports this claim through the analysis of leadership education programs at 89 colleges and universities. Findings concluded that “leadership can and should be learned; that the learning and development of leadership capacities are inextricably intertwined; and that leadership educators can purposefully foster learning that help students integrate knowledge, skills, and experiences in meaningful ways” (Owen, 2012, p. 109).

Given this claim, to support students in their leadership learning, IHEs must create intentional efforts for students to acquire and practice leadership capacities.

### **2.2.2 Student Engagement and Student Success**

Developing the leadership capacities of undergraduate students contributes to student success—persistence, retention, and graduation—by providing opportunities for student engagement. The concept of student engagement evolved from Astin’s (1984) theory of student involvement, which refers to the amount of energy a student applies to the educational experience. Student engagement builds upon this idea and is defined by Kuh (2009) as “the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities” (p. 683). As experiential, or engaged learning, “have long been the hallmarks of leadership education and development” (Priest & Clegorne, 2015, p. 71), student engagement through leadership experiences allow students to apply leadership knowledge and skills. Examples include involvement in student organizations, community service, or internships. Since involvement and engagement can positively impact student persistence, retention, and graduation (Astin, 1993; Kuh, 2003; Pascarella & Terenzini, 2005; Tinto & Pusser, 2006), leadership development of students can contribute to student success.

### **2.2.3 Career Development**

Enhancing leadership capacities of undergraduate students positively impacts career development. According to *Job Outlook 2018* (Koc et al., 2017), over 72% of employers look for leadership skills on a candidate’s resume, making leadership one of the most sought-after attributes

of college graduates. Leadership experiences in college support the development of other leadership competencies desired by employers, such as problem-solving, ability to work in a team, and communication. Leadership was identified as an essential competency for employment; and holding a leadership position was reported as a critical factor for employers when deciding between two equally qualified candidates (Koc et al., 2017). This data not only solidifies the importance of student leadership development, but also supports the need for institutions to create intentional opportunities for all students to build their leadership capacities.

#### **2.2.4 Institutional Benefit**

Student leadership development also provides a number of benefits to the higher education institution. Zimmerman-Oster and Burkhard's (1999) ground-breaking study reported that student leadership development programs positively impacted institutions by enhancing relationships, communication, and collaboration with both internal and external stakeholders, and improved curriculum and co-curricular activities. These findings significantly influenced the direction of student leadership development programs and the critical call for higher education to support students in building leadership capacities. As a result, institutions benefit from the accomplishments of their students who are exposed to leadership development opportunities. Institutions with comprehensive leadership development programs provide students with a foundation of leadership learning that allows students to be nationally competitive within their academic fields (Osteen & Coburn, 2012). Institutions reap the benefits of this recognition in a variety of ways including awards, research grants, partnerships with industries, and job placement.

The supporting literature in this section provides evidence to support the importance of developing the leadership capacities of students. Not only can leadership be learned by all students



(Astin & Astin, 2000; Cress et al., 2001; Owen, 2011), but both students and institutions alike benefit from the outcomes associated with student leadership development. Outcomes include building of leadership capacities, student engagement and student success, career development, and indirect institutional benefits. Such benefits provide reason why IHEs should create purposeful experiences that enhance student leadership development.

### **2.3 Implementation of Undergraduate Leadership Education**

Leadership education expands beyond the structural boundaries of IHEs, as students develop leadership capacities both inside and outside the classroom. Curricular leadership experiences include not only leadership studies majors and minors, but individual courses across academic disciplines that support the development of leadership capacities. This might include courses that incorporate leadership theories, pedagogies, and practices, or ones that identify specific leadership competencies as learning outcomes. Arguably, all disciplines support the development of leadership capacities. As Brink (2018) points out, “there is substantive alignment with competencies, particularly for critical thinking, problem solving, and oral and written communication that are often foundational learning outcomes” (p. 9) within the general education curriculum. Platforms used to deliver curricular leadership experiences include courses, lectures or workshops, as well as experiential learning experiences such as study abroad experiences, undergraduate research, honors program, and internships.

Co-curricular leadership development not only expands on the curricular experience, but also creates powerful learning opportunities for leadership development (Astin & Astin, 2000; Burkhardt & Zimmerman-Oster, 1999). Furthermore, students who engage in co-curricular

experiences are provided with opportunities to apply knowledge learned inside and outside the classroom, build relationships with faculty, staff, and other students, and gain practical experience that will support them well after college (Astin & Astin, 2000). Student affairs divisions and units in IHEs are often tasked with the responsibility of facilitating co-curricular student leadership experiences. Units such as residence life, student involvement, and multicultural development all provide opportunities for students to build leadership capacities. For example, student leadership positions are offered across student affairs units including leadership roles in student organizations and fraternities and sororities, resident assistants, orientation ambassadors, or peer mentors. Long-term experiences might include living-learning communities or year-long leadership programs. Short-term experiences include community service experiences or trainings, workshops, and speakers focusing on leadership topics such as diversity or global awareness. Whether curricular or co-curricular in nature, successful leadership programs make connections between academic learning and student development, allowing students to create their own leadership identities and meaning (ILEC, 2016).

Given that students build leadership capacities across the higher educational environment, it is imperative that leadership educators focus on how leadership content is delivered. Findings from the MSL (2012) make it explicitly clear, that “how educational content is delivered (i.e. pedagogy) is infinitely more important in leveraging leadership development than the platform of delivery” (Dugan, Kodama, Correia, & Associates, 2013, p. 6). The platform of delivery—curricular vs. co-curricular; courses, trainings, workshops, leadership retreats, etc.—must incorporate pedagogical approaches that are proven to enhance student learning.

Such approaches are most evident in the form of high-impact practices (HIPs). HIPs are defined as “teaching and learning practices [that] have been widely tested and have been shown to

be beneficial for college students from many backgrounds [and represent] practices that educational research suggests increase rates of retention and student engagement” (Kuh, 2008, p. 9). These teaching and learning practices are implemented in both the curricular and co-curricular setting, and include: (a) first-year experiences, (b) common intellectual experiences, (c) learning communities, (d) writing-intensive courses, (e) collaborative assignments and projects, (f) undergraduate research, (g) diversity/global learning, (h) service learning and community-based learning, (i) internships, and (j) capstone courses and projects. Leadership education platforms used to deliver HIPs include first-year leadership programs, leadership-themed living-learning communities, study abroad, diversity programming, and service-learning courses. Based on the MSL (2012) research, four student experiences can be considered HIP for building leadership capacities: (a) socio-cultural conversations with peers, (b) mentoring relationships, (c) community service, and (d) membership in off-campus organizations (Dugan, Kodama, Correia, & Associates, 2013). Leadership educators should make intentional efforts to design leadership initiatives using HIPs as the primary pedagogical approach.

Undergraduate leadership positions also offer students high-impact experiences, as many of these roles encompass key elements associated with HIPs. Kuh, O'Donnell, and Reed (2012) point out eight elements of positional leadership roles that align with HIPs:

1. High performance expectations
2. Significant investment of time and effort
3. Substantive interactions with faculty and peers
4. Experiences with diversity – exposure to the unfamiliar
5. Frequent, timely, and constructive feedback
6. Opportunities to reflect and integrate learning

7. Relevance of learning through real-world application
8. Public demonstration of competence

A study conducted at the University of Indiana showed that undergraduate students in leadership roles are likely to engage in elements of HIPs, for example, increased interactions with peers and faculty and/or participation in diversity workshops or training (Gonyea & Zilvinskis, 2015). Student leadership positions often require an investment of time and effort, provide opportunities to integrate learning, and exposure to increased interactions with faculty, staff, and peers.

## **2.4 Assessment and Evaluation of Leadership Education**

A critical aspect of any improvement strategy is the assessment and evaluation of current practice. As student leadership development programs have grown significantly in the past twenty years, so has the need to assess their impact. Leadership education guided by anecdotal evidence of “what we have always done,” does not support the sustainability of the field (ILEC, 2016), nor does it support the advancement of student learning or leadership development. Institutions must engage in regular assessment and evaluation of their efforts to support student leadership development. Programmatic assessments provide a deeper understanding of current practice, which creates opportunity to design or re-design intentional curriculum and co-curriculum aimed at enhanced student leadership development (Andenoro et al., 2013).

#### **2.4.1 Multi-Institutional Study of Leadership – Institutional Survey**

The purpose of the *Multi-Institutional Study of Leadership – Institutional Survey (MSL-IS)* (2009) was to “contribute to the understanding of college student leadership development, with special attention to the role of higher education in fostering leadership capacities” (Owen, 2012, p. 4). The *MSL-IS* was intended to supplement the *Multi-Institutional Study of Leadership (MSL)* (2009), which assessed the impact of higher education on undergraduate students. The MSL is discussed further in chapter three of this inquiry study. Employing the Social Change Model of Leadership Development as a framework, the *MSL-IS* analyzed the responses of 89 institutions, providing ten select findings to assist leadership educators in understanding collegiate leadership programs. The findings were grouped into five themes, including (a) mission and theoretical orientation; (b) coordination, staffing, and collaborators; (c) fiscal resources and facilities; (d) planning, assessment, and evaluation; and (e) use of the *CAS Standards for Student Leadership Programs* (CAS SLPs). The complete list of findings and implications for action are outlined in Appendix E.

The findings from the *MSL-IS* provide leadership educators with a deeper understanding of student leadership programs across higher education. The study can be used as an initial benchmark for institutions to gauge how their current leadership education practices align with the greater context of higher education. The study report also includes recommendations for leadership educators to evaluate and enhance their current student leadership programs. To address the finding that most campuses are in the early stages of enhancing the quality of their undergraduate leadership programs and few describe themselves as having achieved an institutional approach, Owen (2012) suggests that institutions should “seek to develop an

institution-wide commitment to leadership (beyond the program or departmental level)” (p. 21). This finding and implication for action support the need for this inquiry case study.

### **2.4.2 Guiding Questions: Guidelines for Leadership Education Programs**

*Guiding Questions: Guidelines for Leadership Education Programs* (Guiding Questions) is the result of a four-year, collaborative project of the International Leadership Association (ILA, 2009). The project was informed by over 70 leadership educators, with the intent to create a document that could guide the process of leadership program design at educational institutions (Rich & Mengel, 2009). *Guiding Questions* offers a framework for leadership educators to “develop, reorganize, or evaluate a leadership education program” (p. 2). The framework identifies five overarching questions that assist leadership educators in a comprehensive exploration of a leadership program:

1. Context: How does the context of the leadership education program affect the program?
2. Conceptual Framework: What is the conceptual framework of the leadership education program?
3. Content: What is the content of the leadership education program and how was it derived?
4. Teaching and Learning: What are the students’ developmental levels and what teaching and learning methods are most appropriate to ensure maximum student learning?

5. Outcomes and Assessment: What are the intended outcomes of the leadership education program and how are they assessed and used to ensure continuous quality improvement?

*Guiding Questions* is grounded in research and seeks to evaluate specific aspects of student leadership development programs. The questions are “designed to evoke answers that help leadership educators make important choices about the quality, scope, and focus of their programs” (Rich & Mengal, 2009, p. 217). Each section of *Guiding Questions* provides more specific questions to further explore the five overarching questions. Although *Guiding Questions* was originally created for curricular leadership programs, the document has since evolved and is intended for use in both academic and co-curricular leadership education. *Guiding Questions* is a “living document” for leadership educators to continually provide content in support of the five overarching questions.

### **2.4.3 CAS Self-Assessment Guide for Student Leadership Programs**

The Council for the Advancement of Standards in Higher Education (CAS) “is the pre-eminent force for promoting standards in student affairs, student services, and student development programs” (CAS, n.d.). In an effort to support IHEs in developing quality programs and services that enhance student learning and development, CAS created Self-Assessment Guides, each focusing on one of forty-four functional areas. CAS Self-Assessment Guides are organized into twelve components. These components are presented in Figure 7.

Mission	Ethics	Financial Resources
Program	Law, Policy, and Governance	Technology
Organization and Leadership	Diversity, Equity, and Access	Facilities and Equipment
Human Resources	Institutional and External Relations	Assessment and Evaluation

**Figure 7. Council for the Advancement of Standards in Higher Education (CAS) General Standards Components (2012).**

Each component lists specific standards that are essential elements of the given functional area. Measurable criterion identified for each standard, help to facilitate the self-assessment process. An example standard of *Part 1. Mission*, including criterion and rating measures are outlined in Figure 8.

<b>Part 1. MISSION</b>						
<b>Programs and services must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.</b>						
<b>ND</b> Does Not Apply	<b>0</b> Insufficient Evidence/ Unable to Rate	<b>1</b> Does Not Meet	<b>2</b> Partly Meets	<b>3</b> Meets	<b>4</b> Exceeds	<b>5</b> Exemplary
<b>Criterion Measures</b>						<b>Rating</b>
1.1 The program						
1.1.1 develops, disseminates, and implements the mission						
1.1.2 regularly reviews its mission						
1.2 The mission statement						
1.2.1 is consistent with that of the institution						
1.2.2 is consistent with professional standards						
1.2.3 is appropriate for student populations and community settings						
1.2.4 references learning and development						

**Figure 8. Example of CAS Rating, Standard, and Criterion Measurers, Part 1. Mission.**

**Graphic retrieved from CAS (2012a).**

The *Self-Assessment Guide for Student Leadership Programs* (CAS SLPs) is designed to assist leadership educators in providing comprehensive leadership programs that enhance student learning (CAS, 2012a). Like all CAS Self-Assessment Guides, the *CAS SLPs* is broken down into



the twelve previously listed components, outlining specific criterion used to measure the quality and effectiveness of student leadership programs. The complete standards and criterion for *Part 1. Mission* and *Part 2. Program* used to inform the protocols in this study, are found in Appendix F.

The *CAS SLPs* provides uses, standards, and criterion that are designed as an assessment tool to provide leadership educators with an informed perspective on current student leadership development practices and to assist in creating a plan for improvement. Although the *CAS SLPs* is designed with student affairs professionals in mind, the standards are intended to evaluate student leadership programs across the institution. Because students experience leadership in a variety of settings, “campuses that seek to develop a comprehensive leadership program will recognize the need to make intentional leadership development opportunities available to all students through coordinated campus-wide efforts” (CAS, 2012a, p. 3).

## **2.5 Conclusion**

This review of scholarship provides an overview of how leadership was defined and how leadership education was implemented within the context of higher education at the time of this inquiry. The research discussed supports the claim that undergraduate leadership development is valued within higher education and should be prioritized as an outcome of the college experience. Yet, the concept of leadership is vast and can be interpreted differently across curricula, disciplines, and institutions alike. The review, along with the context of undergraduate student leadership at the institution in this case, helped to develop the conceptual framework that guided this inquiry on how leadership was defined and how leadership education was implemented at the

institution. The conceptual framework was developed using three main concepts supported by the literature.

The first concept was that higher education did not currently promote a common definition of leadership. However, having a common language guides intentional leadership program development (Seemiller & Murray, 2013) and supports the development of organization-level strategy. The Social Change Model of Leadership Development (SCM) is the most frequently applied leadership model specifically designed for college students (Dugan & Owen, 2007). However, there are several other theoretical models that define leadership and are implemented throughout IHEs. The literature also identified competency-based leadership models as a growing focus within higher education to both define leadership and inform leadership education practices. The many models of college student leadership make it difficult for higher education to have one agreed upon definition of leadership. That said, most of the college student leadership models are built around the values of collaboration, relationships, social responsibility, and change. What this inquiry sought to understand, despite the ambiguity, was how the institution defined student leadership in support of the institutional mission.

The literature used to define leadership within higher education helped me to recognize the importance of grounding leadership education in scholarship and theory. Since the institution, like many IHEs, did not promote a common definition of leadership, it was unknown if leadership models were used to support student leadership development at the institution. This inquiry explored how leadership was defined at the institution and whether leadership models that emanated from the literature were used to inform how leadership was defined across the institution. It was expected that acquiring a deeper understanding of how leadership was defined would produce two consequences for the institution. First, an understanding could support future

practices to design a comprehensive leadership development program for undergraduate students. Second, it would provide a basis for collaborating with other educators at the institution to develop a common language of leadership and/or framework for student leadership development.

The second concept supported by the literature was that leadership can be purposefully taught and learned by all students. This notion suggests that an organization-level intentional approach to leadership education is necessary. Higher education association leaders, through the Inter-Association Leadership Education Collaborative (ILEC), are calling for “the intentional design, development, and integration of leadership theory and practice into courses, programs, and educational experiences across all institutional and organizational functions” (p. 4). Leadership education is decentralized at the institution with no common, strategic approach. Research indicates, however, that institutions have a greater impact on student leadership development when a strong collaborative effort between co-curricular leadership programs and academic programs is evident (Seemiller & Murray, 2013). If the institution was sincere in their desire to develop the leadership capacities of students, as stated in the university mission, it must consider developing a common, strategic approach to undergraduate leadership education. It was intended that the analysis in this inquiry would provide direction for campus leadership educators to forge collaborative partnerships across institutional units with the intent to develop a common, strategic approach to leadership education.

Finally, the literature demonstrated the critical need for continued assessment and evaluation of student leadership programs. Three separate leadership program assessment documents were reviewed, including the *Multi-Institutional Study of Leadership – Institutional Survey (MSL-IS)* (2009), *Guiding Questions for Leadership Education Programs* (Guiding Questions) (2009), and the *CAS Self-Assessment Guide for Student Leadership Programs* (CAS

SLPs) (2012a). The *MSL-IS* was intended to provide an understanding of leadership programs across higher education and can serve as a benchmark for improvement efforts. *Guiding Questions* and the *CAS SLPs* both serve as self-assessment instruments for IHEs looking to design or redesign leadership programs. Furthermore, a comprehensive review of leadership development programs has not occurred at the institution. Since the CAS Standards are the most prevalent standards within higher education that support student development programs, and were commonly used at the institution for departmental reviews, the *CAS SLPs* contributed to the development of protocol designed for this inquiry. Additionally, as *Guiding Questions* was originally created to focus on curricular-based leadership education programs, it also informed study protocol. Study protocol is further discussed in chapter three.

In conclusion, the purpose of this review of scholarship was to provide understanding and context of undergraduate student leadership development within higher education. Furthermore, it established justification for this inquiry as to why an embedded, single-case study of undergraduate leadership development was necessary at the institution. The next chapter provides a detailed overview of the inquiry plan, including the research methods and study design.

### **3.0 Inquiry Plan**

The literature demonstrates how higher education emphasizes the importance of developing the leadership capacities of students. However, the reality of practice, as Dugan & Komives (2007) point out, is the substantial need to better understand how the collegiate experience contributes to undergraduate leadership development. In the absence of a common strategic approach to leadership education, an institution must first gain a deeper understanding of the current efforts to support undergraduate leadership development across its various units. The institution at the center of this case provided an example of an IHE that lacked the understanding of how student leadership was developed across the institution. To acquire this understanding, an embedded, single-case study of how undergraduate student leadership development was understood and implemented within the specific institutional setting was necessary. More specifically, I sought to determine what the institution was doing to support undergraduate leadership development, how leadership educators were using leadership theories and pedagogies to inform practice, and if common themes existed in how leadership educators at the institution defined leadership. This applied research study employed a conceptual framework derived from college student leadership literature to guide an embedded, single-case study of the university's efforts to support undergraduate student leadership development.

### **3.1 Practical Inquiry Questions**

The following practical inquiry questions guided this embedded, single-case study of the university's efforts to support undergraduate student leadership development:

1. How is leadership defined at the institution, within both curricular and co-curricular contexts?
2. How is undergraduate leadership education being implemented at the institution, within both curricular and co-curricular contexts?

### **3.2 Case Study Design**

#### **3.2.1 Rationale for Methodology**

Qualitative research seeks to understand “how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences” (Merriam & Tisdell, 2015, p. 6). Given this definition, qualitative methods allow for practitioners to gain a deeper understanding of an in-depth experience or phenomenon within the educational environment. The nature of qualitative research is characterized by (a) a focus on process, understanding, and meaning; (b) the researcher as the primary instrument of data collection and analysis; (c) inductive reasoning; and (d) a richly descriptive final product (Merriam & Tisdell, 2015). A qualitative method for this inquiry helped me to gain an understanding of the current practice of supporting undergraduate leadership development at the institution, including how leadership was defined and how leadership education was implemented across both curricular and co-curricular units. A

deeper understanding of the current state of student leadership education could provide a clear direction for stakeholders and encourage collaborative partnerships across institutional units. Therefore, an intended outcome of this inquiry was to provide practice-based research that would inform not only the work of leadership educators at the institution, but also would allow for university administration to assess the current state of undergraduate leadership education and create an intentional strategy at the larger, institutional level.

*The National Leadership Education Research Agenda 2013-2018* (Andenoro et al., 2013) suggested qualitative approaches to inquiry, more specifically case studies, could “illustrate the work that leadership educators do, the dilemmas they face, and the contexts within which they work” (p. 8). To explore the definition of leadership and implementation of undergraduate student leadership education at the university, this inquiry employed a qualitative, embedded, single-case study design. Yin (2014) describes a case study as an empirical inquiry that “investigates a contemporary phenomenon in-depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident” (p. 16). More simply, a case study is used to explore the “how” or “why” of something. In this inquiry, an embedded, single-case study design was used to explore *how* leadership was defined and *how* leadership education was implemented within the *real-world* context of the university.

Case study analysis offers a wide variety of approaches; therefore, a researcher must intentionally select the right approach based on the specific research goals. This study engaged an embedded, single-case case study (Yin, 2018) to address the complex and dynamic nature of student leadership development within the context of the institution. Efforts to support undergraduate leadership development at the university were part of a complex, decentralized system, spanning across the institution with varying stakeholders, implementation methods, and

pedagogies. Implementation of these occurred in both curricular and co-curricular settings as well as through formal and informal experiences. The various curricular and co-curricular units that contributed to undergraduate leadership development, and examples of implementation platforms, are outlined in Appendix A. Students, faculty, staff, administrative leaders, and future employers were identified as stakeholders with varying perspectives of leadership concepts and practices. This complexity only added to the problem of the university lacking a comprehensive understanding of undergraduate student leadership development.

Because this study analyzed undergraduate leadership development at both institutional and unit levels, an embedded approach was utilized. An embedded case study includes units of analysis that are “lesser than and within the main case in a case study, from which data are also collected” (Yin, 2018, p. 287). This embedded, single-case study consisted of three units of analysis. The first unit of analysis was the case itself, the institution as a whole. The two embedded units of analysis included academic affairs (curricular) and student affairs (co-curricular). Through interpretation across various levels of analysis, I sought to identify common themes, or lack thereof, to gain a deeper understanding of the current practice of undergraduate leadership education at the institution. Such learning could influence organizational growth and improvement by using findings to make change and align with organizational values (Torres, Preskill, & Piontek, 2005). This single-case study was aimed at systems change. It was my hope that findings would provide influential data to impact future institution-wide or unit-level teaching and practice of undergraduate student leadership education at the university.

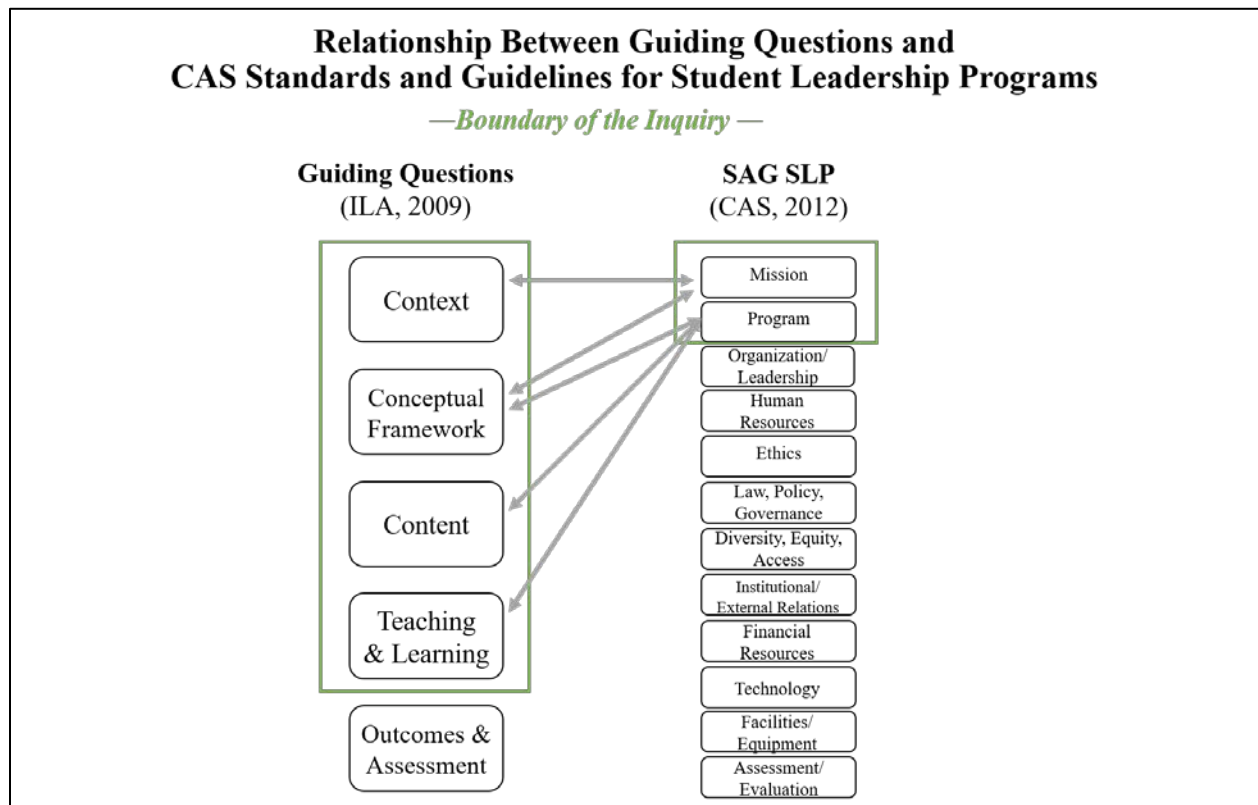


### 3.2.2 Leadership Education Frameworks

Evaluation and assessment tools intended to analyze student leadership development programs provided a framework to guide the design of the protocol for this single-case study. Two specific assessment tools provided structure for the protocol, in an effort to unify the broad notion of leadership found within the literature discussed in chapter two. The instruments chosen to support the inquiry protocol included: (a) *Guiding Questions: Guidelines for Leadership Education Programs* (Guiding Questions) (ILA, 2009) and the (b) *Self-Assessment Guide for Student Leadership Programs* (CAS SLPs) (CAS, 2012a). *Guiding Questions* was originally created to support the design or re-design of academic leadership education programs, whereas *CAS SLPs* was originally developed to support the evaluation of co-curricular leadership development programs. Therefore, an integration of these tools provided a comprehensive framework, including concepts and standards aimed at both curricular and co-curricular leadership education. Through this embedded, single-case study, the integration of these tools informed the creation of my own protocol instrument used to learn about undergraduate student leadership at the university. *Guiding Questions* and the *CAS SLPs* provided scholarly knowledge, grounded in research, that supported this study's inquiry questions and informed the protocol designed for the single-case study.

As both *Guiding Questions* and the *CAS SLPs* were comprehensive documents, traditionally used to evaluate multiple aspects of a leadership education program, this single-case study selected specific components of each assessment tool to inform the study protocol. Four of the five sections of *Guiding Questions* contributed to the protocol design: (a) Context, (b) Conceptual Framework, (c) Content, and (d) Teaching and Learning. Two of the twelve components of the *CAS SLPs* also contributed to the protocol design: (a) Part 1. Mission and (b)

Part 2. Program. Figure 9 illustrates the relationship between the selected assessment tools and the components used to inform protocol in this study.



**Figure 9. Relationship between select components of *Guiding Questions* (ILA, 2009) and the *CAS SLPs* (CAS 2012a).**

### 3.3 Study Participants

The sample for this applied research study included participants from multiple stakeholder groups. Varying stakeholders “represent diverse perspectives and experiences, so they can raise questions and ideas that reflect all sides of the issue” (W. K. Kellogg Foundation, 2017, p. 95). Faculty, staff, and university administrator stakeholders served as the inquiry’s primary

participants, providing curricular and co-curricular perspectives, as well as an understanding of institution-level decision-making and strategy. Although student stakeholders are the primary benefactor of student leadership development initiatives, they were intentionally not included as participants in this study as the purpose was to understand the perspective of leadership educators (faculty and staff) and university administrators who were responsible for the development of institutional strategy.

A two-phased approach was used to purposefully select participants for this study. The first phase was to identify faculty and staff stakeholders who supported undergraduate leadership development at all levels of the university system. Davidson and Martineau (2017) suggest data should be collected not only from those at the operational level (those who teach and implement leadership programs and initiatives), but also those at the strategic level (those who make high-level decisions and develop strategy). Therefore, the study sample included student affairs managers, professional staff, and graduate assistants; faculty; and university senior leadership (Provost and Associate Provosts and Deans within the Division of Academic and Student Affairs). The initial sample included 52 participants, including eight faculty, 31 staff, four graduate assistants, and nine administrative leaders. A complete list of departments and units included in the initial sample is found in Appendix G.

The second phase of participant selection involved determining which stakeholders to recruit for interviews, and which to contact for document collection. Due to the nature of varying stakeholder roles, it was determined that interviews would consist of strategic-level stakeholders, while operational-level stakeholders would best serve as a resource for document collection. Strategic-level stakeholders—university senior leadership, student affairs managers, and faculty program chairs—could provide insight to the “hows” and “whys” critical to case-study research,

whereas operational-level stakeholders—student affairs staff, graduate assistants, and general faculty members—are the ones applying strategy in practice.

Due to my positionality, pre-established relationships with most of the study participants aided in the recruitment efforts. As Jones et al. (2014) noted, “the relationship between the researcher and participants is one of the hallmarks of qualitative inquiry” (p. 120). To begin recruitment efforts, I compiled a list of potential participants based on their roles at the institution and how they contributed to undergraduate leadership education. I then identified each potential participant as strategic-level or operational-level based on the nature of their role. From the initial sample of 52 potential participants, 15 were contacted for interviews and 44 were contacted for document collection. Invitations to join the study using a predetermined script (Appendixes H & I) was emailed individually to prospective participants. The final sample included a total of 34 participants. Twelve participated in interviews and 28 provided documents.

### **3.4 Data Collection**

Data collection through an embedded, single-case design provided evidence to answer the inquiry questions. Yin (2018) recommends using multiple sources of data collection in an effort to triangulate, or corroborate study findings, and therefore strengthen the study’s construct validity. For that reason, two data collection methods were used: (a) interviews and (b) document collection. Evidence to support the first question—*How is leadership defined at the institution, within both curricular and co-curricular contexts?*—included definitions of leadership as perceived by study participants. These definitions included personal definitions, influenced by departmental goals or values, as well as definitions grounded in theory, or explicit definitions found in departmental

program documents. The second question—*How is undergraduate leadership education being implemented at the institution, within both curricular and co-curricular contexts?*—sought information to understand efforts to support undergraduate leadership development through various platforms of leadership education. Below is an overview of each type of data collection method used in this inquiry study.

### **3.4.1 Semi-Structured Interviews**

Interviews provide insight into participant perceptions, understandings, and experiences (Beld, 2015) and help to suggest explanations (i.e. the “hows” and “whys”) of a phenomenon (Yin, 2018). In this inquiry study, interviews allowed for an explanation of how participants as individuals, or as a representative of a unit, viewed the concept of undergraduate leadership development. Semi-structured interviews were conducted with 12 participants who impacted undergraduate leadership education at the strategic level. Participants included senior-level administrators, as well as student affairs managers and faculty department chairs who contributed to strategy development within their respective units.

Semi-structured interviews allowed for the interview questions to be tailored, to a certain degree, to the respondent’s role within the context of undergraduate leadership (W. K. Kellogg Foundation, 2017). Interview protocol was informed by and designed using *Guiding Questions* (ILA, 2009) and the *Self-Assessment Guide for Student Leadership Programs* (CAS, 2012a) as a framework. The interview protocol is provided in Appendix J. Prior to the interview, participants were emailed a list of leadership terminology (Appendix A), which they were asked to review. Before the interview began, participants signed an Informed Consent form, which explained the

purpose of the study, risks, confidentiality, and other information pertinent to the study. A copy of the consent form is found in Appendix K.

The interviews were recorded, with participant consent, using the Temi mobile application. Prior to transcription, interview recordings were assigned a unique participant ID as a means to protect participant identity and confidentiality. The Temi application was used to conduct the initial transcription of each interview recording. The transcripts were then manually reviewed and edited to ensure accuracy. Upon review, final interview transcripts were downloaded and stored in a secured database. Interview data resulted in over 10 hours of recorded audio from 12 participants, with an average interview length of 48 minutes and a total range of 34 to 71 minutes.

### **3.4.2 Document Collection**

Document collection provides insight into the dynamics of everyday functioning (Mertens, 2015) and is used in case study research “to corroborate and augment evidence from other sources” (Yin, 2018, p. 115). In this inquiry study, document collection allowed for data collection across the broad context of the institution and provided unit- or program-specific information not gathered through the interviews. Two forms of documents were collected for this inquiry: (a) preexisting data from the MSL (2018) institutional report; and (b) unit- and program-level documents used to inform practice of undergraduate leadership education and student leadership development.

#### **3.4.2.1 Multi-Institutional Study of Leadership Institutional Report**

Archival records, such as pre-existing survey data, can be used in conjunction with other data sources to support case study research (Yin, 2018). In this inquiry study, pre-existing data from the Multi-Institutional Study of Leadership (MSL) (Dugan, 2018) institutional report served

as an archival record and was treated as documentation. The MSL was conducted at the case institution in April 2018 and served as the launching point for this inquiry study. The MSL is a national study used to “examine influences of higher education on college student leadership development” (MSL, 2018). The MSL studied composite measures representing students’ demographics and pre-college experiences, experiences during college, and key outcome measures, as well as other leadership-related outcomes (MSL, 2018). The case institution was one of 78 colleges and universities to participate in the 2018 MSL. A random sample of 4,000 undergraduate students at the case institution were invited to participate. The response rate of participants from the case institution was 27%, just below the national average (29%).

The MSL provided both a summary report and a detailed analysis of undergraduate experiences at the case institution and the impact on leadership-related outcomes. As the local study administrator to the MSL at the university, I had direct access to the summary report for use in this inquiry study. Preexisting data from the MSL in April 2018 allowed for a secondary analysis in this single-case study. The MSL provided context from the student perspective of how leadership development was implemented at the university and the influence the institution had on leadership development outcomes.

#### **3.4.2.2 Unit- and Program-Level Documents**

Document collection also included program-level documents used to inform practice of undergraduate leadership education and student leadership development at the case institution. Documents were collected from 28 participants who impacted undergraduate leadership education at the operational level. Participants included student affairs professionals and graduate students, as well as faculty members from various disciplines. Prospective participants were emailed an

invitation to participate in the study by providing documents relevant to undergraduate student leadership development. Examples of relevant documents were described as:

- Departmental/program mission statements
- Department/program learning outcomes
- Course descriptions and syllabi
- Co-curricular program plans (leadership workshops, trainings, activities, etc.)
- Student leader position descriptions (student employees, organization leaders, peer mentors, etc.)

A copy of the participant invitation email to submit documents is in Appendix I. Email communication to participate in the document collection portion of the study was also sent to interview participants as a follow-up to their completed interview. A copy of the follow-up email template sent to interview participants is in Appendix L.

All documents were collected electronically, either sent via email from study participants or collected directly from the university website. A document database was created to provide a separate and orderly compilation of the data (Yin, 2018). The database was comprised of a descriptor set for each document, including an assigned document ID, document name, and type, as well as the department or unit and institutional sub-division from which the document was collected.

The initial document collection process resulted in a total of 267 documents. Given the time boundaries of this single-case study, it was unrealistic to complete a full review of all 267 documents collected. As Yin (2018) pointed out, one of the challenges of document collection as a research method is the abundance of materials available through the internet and electronic



sources. Therefore, a system was devised to determine which documents were most central to the case. The collected documents were categorized and defined by the following six types:

- **Course Description (CDS):** A short and focused description on the content of an academic course.
- **Mission, Vision, Goals (MVG):** Mission statements, vision statements, goals, or objectives explicitly stated by the university, department, or program. This type also included strategic plans.
- **Position Description/Information (PDI):** Written documentation of duties or responsibilities for student positional roles (i.e. student employees, peer mentors, committee leadership, executive board positions).
- **Program Information (PRI):** Documents related to a specific program, curricular or co-curricular; included information provides details about the program (i.e. program requirements, departmental brochures, organization constitutions, course syllabi)
- **Student Learning Outcomes (SLO):** Explicit statements outlining what students will learn (knowledge, skills, abilities, attitudes) as a result of participation in a course, program, activity, etc.
- **Training Manual/Info (TMI):** Outlined information designed to improve the quality of learning for leadership positions or general leadership training activities.

Any document that did not fall within one of the six types mentioned above was excluded from the study analysis. This resulted in a remaining 191 documents. To narrow the focus even further, additional exclusions were considered. Exclusions included: (a) documents not intended for undergraduate students, such as graduate assistant position descriptions or graduate-level course descriptions; (b) individual course syllabi, due to the small sample that was collected; and (c)

departmental mission statements, as it was determined that data resulting from mission statements did not directly relate to the study inquiry questions. A total of 139 remaining documents were included in the final sample.

### **3.5 Data Analysis**

An in-depth data analysis was conducted on both the interviews and documents, in efforts to triangulate the study findings (Yin, 2018). The data analysis occurred in three stages, which Miles, Huberman, and Saldaña (2014) refer to as: (a) data condensation, (b) data display, and (c) conclusion drawing/verification. The first stage, data condensation, refers to the “process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body)” of the data collected (Miles, Huberman, & Saldaña, 2014, p. 12). Data condensation strengthens the data, by summarizing large chunks of text for the coding process. Once the data is condensed, it is organized and interpreted (data display), allowing for the drawing of conclusions.

The condensation of the data in this single-case study consisted of the coding of interview transcripts and collected documents. A code in qualitative research is defined as a “word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for apportion of language-based or visual data” (Saldaña, 2016, p. 4). The goal of coding in this inquiry was to determine specific themes, or commonalities, that existed across the data. Saldaña (2016) suggests that the qualitative analytic process of coding is cyclical in nature, comparing “data to data, data to code, code to code, code to category, category to category,

category back to data” (p. 68). Accordingly, this inquiry study employed two cycles of coding, technical coding and conceptual coding.

### **3.5.1 First Coding Cycle**

The first coding cycle began with a clearly developed deductive coding scheme that was derived from *Guiding Questions* (ILA, 2009) and *CAS SLPs* (CAS, 2012). The coding scheme included a set of initial codes and a definition for each code, which provided a “start list” for the coding process. After attempting to apply the deductive coding scheme to the first few interview transcripts and documents, it was evident that inductive coding methods were better suited for the analysis. The researcher’s efforts to apply the initial codes felt forced and were not an accurate representation of the data.

Therefore, the first coding cycle evolved into an inductive process, developing codes that emerged progressively during data collection (Miles, Huberman, & Saldaña, 2014). The inductive process applied a hybrid of in vivo and descriptive coding methods to create technical codes to represent the data. In vivo coding “refers to a word or short phrase from the actual language found in the qualitative data” (p. 105); and descriptive coding “summarizes in a word or short phrase—most often a noun—the basic topic of passage of qualitative data” (p. 102) (Saldaña, 2016). The Dedoose platform assisted with organization of the codes and data display. Interpretation of the data resulted in a coding scheme representing each of the two inquiry questions derived from the first coding cycle. The first cycle coding scheme is detailed in Appendix M.

### 3.5.2 Second Coding Cycle

The second coding cycle applied a code mapping technique to extract patterns from the data, leading to the development of conceptual themes. Saldaña (2016) expanded upon the work of Anfara (2008) and Brown (1999) illustrating code mapping as an iterative process, starting with a full set of codes, which are reorganized into a selected list of categories, and then condensed even further into the study's central themes. A streamlined codes-to-theory model used for this qualitative inquiry is illustrated in Figure 10.

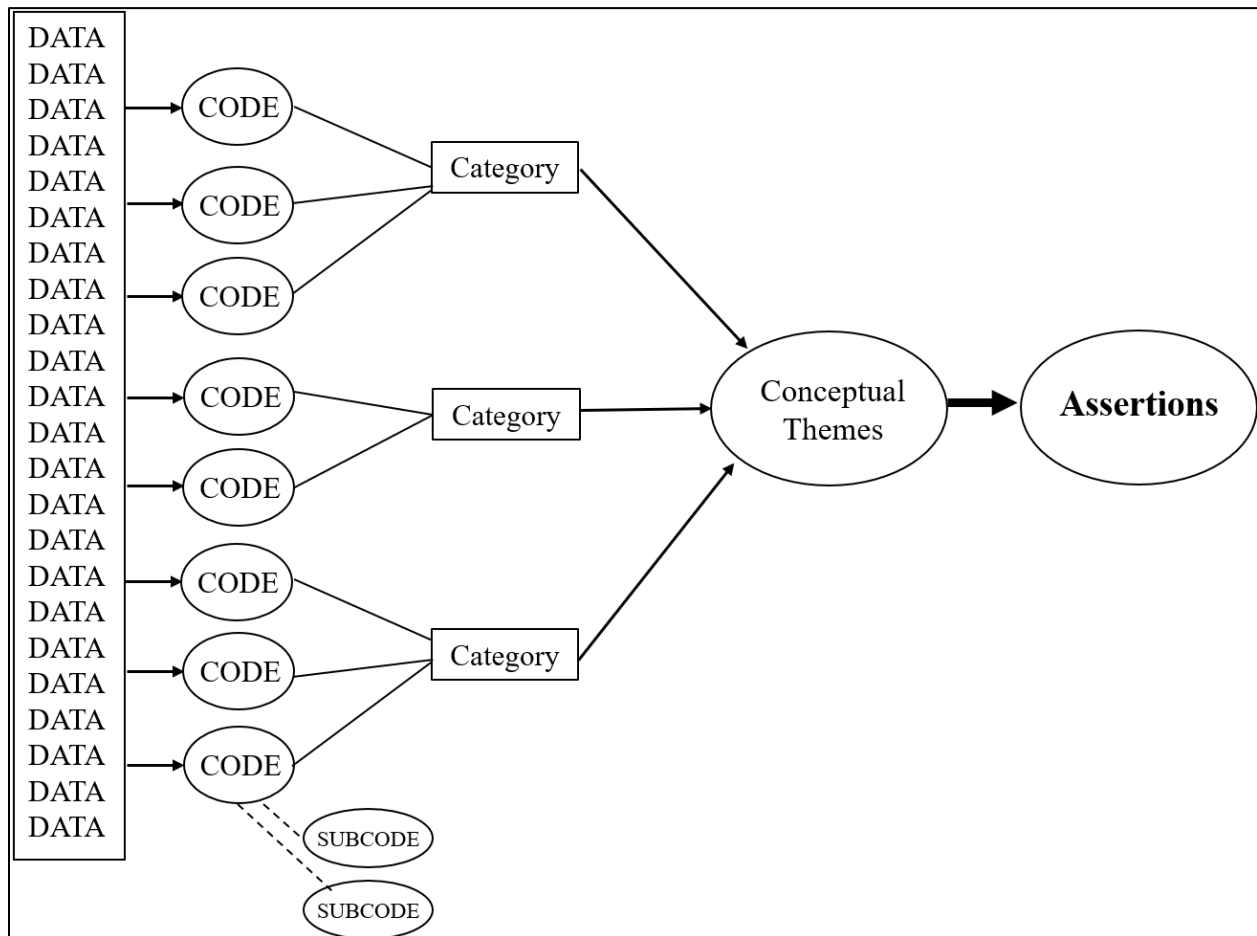


Figure 10. Codes-to-Theory Model for Qualitative Inquiry.

Graphic adapted from figure in Saldaña (2016).

Through code mapping, the technical codes from the first coding cycle in this inquiry were grouped into categories. Figures 11, 12, and 13 demonstrate the codes mapped to each category, relating to each study inquiry question.

<b>Inquiry Question 1:</b> How is leadership defined at the institution?	
<b>Category</b>	<b>Codes</b>
Leadership as a Process	<ul style="list-style-type: none"> <li>• Working towards a common goal</li> <li>• Making positive change</li> <li>• Make the organization better</li> <li>• Defined by action</li> <li>• Shared vision</li> <li>• Leadership can be learned</li> </ul>
No Common Understanding of Leadership	<ul style="list-style-type: none"> <li>• No common definition</li> <li>• Own vision, lens or definition</li> <li>• No theoretical approach</li> <li>• Varying theories or models</li> </ul>
Leadership Competencies	<ul style="list-style-type: none"> <li>• Learning and reasoning</li> <li>• Self-awareness and development</li> <li>• Group dynamics</li> <li>• Personal behavior</li> <li>• Civic responsibility</li> <li>• Strategic planning</li> <li>• Communication</li> <li>• Interpersonal interaction</li> </ul>

**Figure 11. Categories relating to Inquiry Question 1.**

**The categories were developed from the technical codes identified in the first cycle coding process.**

<b>Inquiry Question 2:</b> How is leadership education implemented at the institution?	
<b>Categories</b>	<b>Codes</b>
Target Populations	<ul style="list-style-type: none"> <li>• First-year students</li> <li>• Honors College students</li> <li>• Fraternity/Sorority members</li> <li>• Underrepresented students</li> <li>• Student organization members</li> <li>• Women</li> <li>• Upperclassmen</li> </ul>
Positional Leadership	<ul style="list-style-type: none"> <li>• Student organizations</li> <li>• Student employees</li> <li>• Peer mentor/educators</li> <li>• Program leaders</li> <li>• Ambassadors</li> <li>• ROTC/cadet officers</li> <li>• Student facilitators</li> <li>• Committee</li> <li>• Student governance</li> </ul>
Platform of Delivery	<ul style="list-style-type: none"> <li>• Training</li> <li>• High-Impact Practices</li> <li>• Workshops</li> <li>• Leadership programs</li> <li>• Academic labs</li> <li>• Conferences</li> <li>• Pathways/threads</li> <li>• Seminars/discussion-based courses</li> <li>• Lectures</li> <li>• Living-learning community</li> </ul>
Pedagogical Strategies	<ul style="list-style-type: none"> <li>• Active/experiential learning</li> <li>• Practical application</li> <li>• Reflection</li> <li>• Mentoring</li> <li>• Coaching</li> </ul>

**Figure 12. Categories relating to Inquiry Question 2.**

**The categories were developed from the technical codes identified in the first cycle coding process.**

Additional Categories	
Categories	Codes
Needs for Leadership Education	<ul style="list-style-type: none"> <li>• Need for common definition, strategy, framework</li> <li>• Need for collaboration and integration</li> <li>• Need for a shared vision</li> <li>• Need for stakeholder buy-in</li> <li>• Need to bring people together to discuss</li> <li>• Need to assess student impact</li> <li>• Help students understand how they are developing leadership</li> </ul>
Current Status of Leadership Education	<ul style="list-style-type: none"> <li>• Occurring in silos/pockets</li> <li>• No strategic approach</li> <li>• No institutional commitment</li> <li>• Lack of knowledge of other units</li> <li>• Lack of assessment</li> <li>• See as someone else's responsibility</li> </ul>

**Figure 13. Additional categories that emerged from the analysis.**

**The categories were developed from the technical codes identified in the first cycle coding process.**

Further reflection on the categories resulted in the emergence of larger conceptual themes. “A theme is an extended phrase or sentence that identifies what a unit of data is about and/or what it means” (Saldaña, 2016, p. 199). Essentially, it brings meaning to the data. The conceptual themes, which serve as the basis for the study’s findings, are revealed and discussed in the next chapter.

## 4.0 Findings

The findings presented in this chapter were derived from interviews and documents collected from 34 faculty and staff within the inquiry setting. Interview data resulted in over 10 hours of recorded audio from 12 participants, with each interview ranging from 34 to 71 minutes in length. Twenty-seven participants provided the 139 documents that were coded for analysis. Through the methods outlined in Chapter 3, I sought to provide a deeper understanding of my inquiry questions: *(1) How is leadership defined at the institution, within both curricular and co-curricular contexts? (2) How is undergraduate leadership development being implemented at the institution, within both curricular and co-curricular contexts?* The sections below present the findings related to each inquiry question as well as additional findings discovered during the analysis. The findings are represented by eight themes that emerged from the data.

### 4.1 How is leadership defined at the institution?

Through this inquiry, I sought to explore both explicit and implicit definitions of leadership within both the curricular and co-curricular contexts. This included data collection at the institutional, departmental, and programmatic levels of the inquiry setting. In the 139 documents coded, only two explicit definitions of leadership were found. These included:

- “The process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improve the organization.”



- "Student leadership within [institution and department name] is defined by awareness through decision-making, advocating for social justice, and service to the community."

Given this, the analysis of this inquiry had to rely on personal definitions explicitly stated by interview participants and implicit definitions of leadership identified within the documents collected.

Three themes emerged through the analysis, which served as the basis of the findings outlined below. These themes include: (a) leadership is interpreted at the individual unit or program level, (b) leadership is defined as a process, and (c) leadership is described through competencies. These themes help to describe how leadership was defined at the institution, within the boundaries of the case as described in Chapter 3.

#### **4.1.1 Finding #1: Leadership is interpreted at the individual unit- or program-level**

To confirm the assumption in this inquiry study that the institution does not have an explicitly-stated, common definition of leadership, interview participants were asked if a common definition of leadership was understood university-wide. The answer from all 12 participants was a unanimous, "No." Additionally, none of the interview participants were able to provide a common, university-wide definition of leadership. One administrative-level participant stated it quite simply, "I would say that the university wants to have a definition, but I would argue that it doesn't have a definition." Another administrative-level participant expanded on that idea:

I don't think the university does have a single definition. I think in many ways, and this is probably true to higher ed in general, unless an institution very much defines 'this is what we are doing and this is how we're doing it,' there's going to be a lot of different visions of

what that means. And you see that in other ways, too. Whether it be service learning or high-impact practices or other areas. People have their own lens that they look through and that's sort of how they approach it. And so, I don't think there is really one shared definition. Other participants, across levels and disciplines, had similar responses. Therefore, the theme that leadership at the institution is interpreted or defined at the individual unit or program level emerged from the data.

Some participants went on to express why a common, university-wide definition did not exist. As the concept of leadership is quite vast and is interpretable, some leadership educators wanted to maintain their own vision for undergraduate leadership development. A staff member shared their thoughts on having a common definition:

I think our definition of leadership is mostly personal at the institution. I don't think we have a good formal definition of leadership and I'm not sure we can when language belongs to everybody. Trying to give a definition of leadership is in some ways trying to take language away from people. 'Well, it has to be *our* definition.'

This example also supports the idea that leadership at the institution is interpreted at the individual unit or program level.

Data pulled from the collected documents, however, suggests that the definition of leadership is established by the leadership educator responsible for individual courses or programs. As previously stated, only two explicit definitions of leadership were found within the documents collected. Furthermore, only one interview participant was able to provide an explicit definition of leadership commonly understood within the unit, department, or program. A faculty participant, and chair of an academic department, provided this definition of leadership used across the department:

How do we define leadership? There's a definition of leadership in this [book]. And so, the definition of leadership is the process, which is, you know, an important word is the process of providing purpose, motivation, and direction to inspire others to accomplish the mission and make the organization better.

As a follow-up to providing a definition of leadership, interview participants were asked to share any leadership theories or models that have helped to shape their definition of leadership. Additionally, references to leadership theories and models were also pulled from the document data during the coding process. Thus, it appears that a variety of leadership theories, models, and frameworks were utilized across the institution. The models and frameworks found in the data included:

- Army Leadership Requirements Model (U.S. Army, 2012)
- Experiential Learning Cycle (Kolb, 1984)
- NACE Career Readiness Competencies Framework (Koc et al., 2017)
- Outdoor Leadership (Bruce, 2006)
- Servant Leadership (Greenleaf, 1970)
- Shared Leadership (Pearce & Conger, 2003)
- Social Change Model (HERI, 1996)
- Student Leadership Competencies Model (Seemiller, 2013)
- Transformational Leadership (Bass, 1985; Burns, 1978)

Although discussion in Chapter 2 would suggest that many college student leadership development models point to similar definitions of leadership, it does not appear from this study that there is a common understanding of how these models are used at the institution or how they impact the university's understanding of leadership.

#### **4.1.2 Finding #2: Leadership is defined as a process**

Given that an explicitly-stated, institutional definition of leadership did not exist, the interviews conducted in this study provided insight into how faculty and staff viewed the concept of leadership. Participants were asked to define leadership based on their professional experiences and current context within the institution. Interview data revealed a common theme between all participants—faculty, staff, and administrators alike—that leadership is a process, that is not defined by a position, but rather a continuous learning process. One faculty member defined leadership as, “A continuous systematic process designed to expand the capacity and awareness of individuals. I think, this is that continuous, educational process.” Similarly, an administrative-level participant shared their personal definition of leadership as, “A process by which individuals work together toward a common goal or vision.”

Furthermore, the idea of leadership as a group process was shared by multiple participants. Common language used among participants included motivating others, working towards a common goal or mission, and having a shared vision. As an example, a staff participant defined the process of leadership as “looking at what you want to change, what is your goal, your mission, and then recruiting your people to help. To motivate, to inspire them so they can be on board and help you carry out your mission.” An administrative-level participant defined leadership in the context of their academic discipline, stating that, “To be a good salesperson, you’ve got to know leadership because you’ve got to motivate people. So, leadership is really all about motivating—motivating people to pursue a common goal.” Motivating others is a key phrase in both examples, yet they also point to having a common or shared vision, mission, or goal. These definitions of leadership highlight the interaction between people, more specifically a group of people, and the importance of people within the process of leadership. Without people, can leadership really exist?

Participants' definitions suggest that people are a critical element of leadership, which raises the question, "Can leadership really exist without a group of people?"

The definitions of leadership in this section represent a number of similar statements from participants of varying institutional roles, levels, and disciplines. Based on participant definitions, it appears that leadership defined as a process is applicable within both curricular and co-curricular contexts.

#### **4.1.3 Finding #3: Leadership is described through competencies**

Leadership defined as a process suggests that leadership involves learning. This learning entails the development of leadership capacities or competencies, as defined by Seemiller (2013) as "knowledge, values, abilities, and behaviors that help an individual contribute to or successfully engage in a role or task" (p. xv). When asked to provide a definition of leadership, many participants referenced specific competencies they believe are essential to leadership. Furthermore, document data had an overwhelming amount of references to various leadership competencies. The data revealed 47 different competencies used to describe leadership or to inform undergraduate leadership development. Figure 12 groups the competencies into eight categories, using the Seemiller's Student Leadership Competencies framework (2013).

Learning & Reasoning	Self-Awareness & Development	Group Dynamics	Personal Behavior	Civic Responsibility	Strategic Planning	Communication	Interpersonal Interaction
Seeing Other's Perspectives	Self-awareness	Group Dynamics	Confidence	Diversity	Project Management/ Planning	Verbal Communication	Interpersonal Development
Critical Thinking	Ethics	Organizational Development	Resiliency	Civic Responsibility		Written Communication	Collaboration
Decision-making	Organization	Leading Change	Responding to Change	Service/Giving Back to Others	Goal Setting		Motivate/ Empower Others
Problem-solving	Integrity/ Respect	Teambuilding	Flexibility		Strategy Development	Advocating for a Point of View	Trust-building
Research	Receiving Feedback		Risk-taking			Facilitation	Giving Feedback
Curiosity	Character		Responding to Ambiguity			Conflict Resolution	Influencing Others
Intellect	Openness		Commitment			Listening	Empathy
Innovation/ Creativity			Personal Responsibility				Teamwork
			Presence				Followership
			Accountability				
			Model the Way				

**Figure 14. Competencies coded in the data, grouped into categories using the Student Leadership Competencies Model (Seemiller, 2013).**

Evidence revealed the top three competencies stated by interview participants were communication, interpersonal development, and teamwork. The document data revealed nearly the same, with communication and teamwork appearing most often, along with project management/planning. Figure 13 illustrates the top ten competencies revealed in both methods of data collection. Communication, teamwork, group dynamics, civic responsibility, and self-awareness appear on both of those lists, which are identified in Figure 13 with an asterisk. Evidence suggested that these five competencies may be used by participants to implicitly define leadership at the case institution.

Interviews	Documents
1. Communication*	1. Communication*
2. Interpersonal Development	2. Project Management/Planning
3. Teamwork*	3. Teamwork*
4. Critical Thinking	4. Diversity
5. Motivate/Empower Others	5. Group Dynamics*
6. Group Dynamics*	6. Goal Setting
7. Civic Responsibility*	7. Organization Development
8. Self-Awareness*	8. Civic Responsibility*
9. Trust-building	9. Collaboration
10. Risk-taking	10. Self-Awareness*

**Figure 15. Top ten competencies revealed in each data collection method, listed in order of code frequency.**

**Competencies appearing on both lists are identified with an asterisk.**

A complete breakdown of all 47 competencies coded in the data, and the frequency they appeared, is in Appendix N.

Interview excerpts below help to illustrate these findings. In defining leadership, one faculty participant shared:

I think organization is a key aspect of leadership, you know, being able to categorize and find. I think that there's an interesting interplay in communication in leadership. You have to know how to walk the right line in communication in that you need to be authoritative enough to be seen as legitimate and trustworthy, but not over the top and authoritarian so that you feel like you're directing others to do things. So, there's a space in there that's hard, you know, and then that's how I would define it as an effective strategy. So, I think those skills are important. I think that leadership, it also includes the ability to recognize what is your responsibility and what is not—what you can impact, what you can influence,

and what you cannot. You know, those sorts of things. And all of those are the kind of skills that are involved.

This excerpt expresses several competencies used to define leadership, including organization skills, communication, trust-building, personal responsibility, and self-awareness. In another example, an administrative-level participant defined leadership through actions and behaviors:

When I look at what leadership is, the words that come to mind, I think of things like being a role model and mentoring. I'm thinking of it conceptually right now. I don't so much think of models or theories. I think of actions and behaviors. How we work together as a team; how we lead through that; how we work within meetings and our behaviors... and a part of it is we're developing that leadership piece in all of us. The whole concept to me is about modeling the way. Um, and what is that way, you know, whether it's a brand-new student we have as a freshman who never worked in an office and setting expectations at a certain level to help grow. Taking people at where they are, or as new professionals, or as somebody who has 30 years and they're looking at wanting to do additional things in their life at a university type of level. So, I think of the language I put behind it is role model, model the way, mentor. We talk about setting expectations, standards, benchmarks, best practices, having a vision with that. I think in leadership that's incredibly important.

Competencies found in this excerpt include mentoring, teamwork, goal setting, vision, and planning. Yet another administrative-level participant defined leadership through the lens of personal leadership:

I define leadership, first of all, with personal leadership. So the ability to really have the confidence and the insight to create your own path in life and to understand things that are opportunities, and to understand how to approach opportunities. This includes



communication skills, the ability to reach out to people. When we talk about international diversity, we talk about a lot of communication issues and learning how to understand who you are in the frame of those kinds of conversations and to understand other people and their perspectives, their backgrounds, and to learn from them. So strong communication skills...I believe leadership has everything to do with working with other people to actually find a common goal. So, there's also this part of persuasiveness I think, which is, to be able to build consensus with people to get their buy-in...I've seen the great benefits of working with teams and being able to build things.

Again, communication is expressed as a critical element of leadership; however, this excerpt also defines leadership through the competencies of confidence, diversity, understanding others' perspectives, and teamwork.

These examples illustrate how various stakeholders implicitly define leadership across the institution. Thus, the third theme that emerged through the analysis is that leadership is a set of competencies. Although no major differences were found between the competencies used within the curricular versus the co-curricular contexts, study participants did define leadership through their own personal lenses. Twenty-six different competencies appeared within the interview transcripts. Therefore, their personal and professional experiences could impact the competencies they believe best describe leadership. Data from the documents support this claim, in that all 47 competencies revealed in this study were found within the document data. Given this, different academic disciplines or co-curricular experiences might view leadership from a different lens, which could impact how leadership is defined within a specific context.

## **4.2 How is undergraduate leadership education being implemented at the institution?**

In addition to defining leadership at the institution, this inquiry sought to explore how leadership education was implemented within both curricular and co-curricular contexts. Although the formal definition of leadership education, provided in Chapter 1, is quite comprehensive, for the purpose of this study it was defined as the practice of teaching leadership. Leadership education is inclusive of both curricular and co-curricular contexts (Andenoro et al., 2013) and can occur in a variety of formats or platforms. For the purpose of this study, leadership platforms were defined as “the format of the curricular or co-curricular experience typically associated with best-practices in leadership education” (Dugan et al., 2013, p. 6). Examples include leadership studies, programs, or training.

During the interviews, participants were asked how the institution practiced leadership education and to provide examples of the various platforms used to teach leadership education within their curricular or co-curricular context. The use of various leadership platforms were uncovered through the analysis. This led to the emergence of four themes, which served as the basis of the findings outlined in this section. The themes include, (a) positional leadership is a heavily relied upon platform for leadership education; (b) leadership education is targeted at specific student populations; (c) active learning contributes to undergraduate student leadership development; and (d) leadership education is not institutionalized. These themes help to describe how undergraduate leadership education is implemented at the institution within the boundaries of the case as described in Chapter 3.

#### **4.2.1 Finding #4: Positional leadership is a heavily relied upon platform for leadership education**

In the context of higher education, positional leadership includes student leadership roles within student organizations, fraternities or sororities, department ambassador programs, resident assistants, peer mentors, etc. The data evidenced that the institution offered a wide variety of leadership positions for undergraduate students. Forty-five different position descriptions were collected, of which many were held by multiple or groups of students. A full listing of student leadership positions identified in this study is found in Appendix O. Given the boundaries of this case study, the leadership roles identified may only represent a portion of positional leadership opportunities offered at the institution. For the purpose of the study analysis, leadership positions were categorized by the following types:

- Ambassador
- Committee Member
- Peer Mentors/Educator
- Program Leader
- ROTC Cadet/Officer
- Student Employee
- Student Facilitator
- Student Governance
- Student Organization

Leadership roles within student organizations were the type of leadership position most referenced in both methods of data collection. An academic dean noted the importance of

leadership within academic-based student organizations as an important platform for student leadership development, stating “Every [academic] department has a student organization in the sense of their honorary and, and that group has their respective officers. And those respective officers are the ones that really cause the group to be successful or not.”

Student employees and peer mentors/educators were also referenced by multiple interview participants. The excerpt below illustrates how an administrative-level participant believes leadership is integrated into student employee roles:

I see [leadership integrated] in different groups, whether it's the leadership group, whether it is the transition program mentors, whether it is orientation ambassadors, admissions tour guides, all of that...We have a lot of that. You mentioned the resident assistants, the community assistants. In addition, we have what we call our FASFA callers and extenders to students, who are students who help other students complete the FASFA; understand what it is; help them understand why it's important to apply for [financial] aid and that kind of thing. The [office] has a whole group of students who actually work for the advisement resources. So, that again, is the heavily, practically applied approach.

Although leadership was not defined by study participants as positional, as evidenced by the definitions of leadership discussed in the prior section of this chapter, student leadership positions were viewed as a space for leadership education to occur and for students to practice or apply leadership. The study protocol did not specifically mention student leadership positions, yet all interview participants, with the exception of one, referenced positional leadership when referring to how leadership education was implemented. One faculty member participant shared their pedagogical approach to using leadership positions as a platform for undergraduate leadership education:

When you're talking about leadership education, and I think this helps their leadership learning, we're putting them into, you know, the real driver for learning is putting them into positional, and situational leadership. Circumstances, I mean. So, the [students] all rotate through leadership positions. Particularly the juniors. They're getting a problem and we're evaluating them on applying what they learn in the classroom, what they've learned in the lab.

An administrative-level participant expressed that training for students holding leadership positions is an opportunity to teach leadership:

What happens is, well typically, when you're doing training, you're doing it as associated with something. So, we're not necessarily having people just show up to attend a training. It's that we are training positions, students that are in positions and those positions happen to have components that need some leadership skills. And so those skills are being hit upon in the training while they're also hitting upon to other, more basic skills, like just resources and knowledge of the campus.

From the analysis, it appeared that participants rely heavily on student leadership positions as a platform for undergraduate leadership education and as a significant contributor to student leadership development.

#### **4.2.2 Finding #5: Leadership education is targeted at specific student populations**

The first section of this chapter outlines the construct that leadership is defined as a process, a process that can be learned. With this in mind, leadership could theoretically be taught to the general population of undergraduate students. This study, however, found evidence to support that leadership education at the institution was targeted at specific populations of undergraduate

students. Six distinct populations of undergraduate students were found within the data. These include: (a) first-year students, (b) women, (c) student organization members, (d) fraternity and sorority members, (e) underrepresented minority students, and (f) students in the Honors College.

Leadership education targeted to specific populations of students came in several forms.

Figure 16 illustrates the leadership platforms used for each of the identified student population.

<b>Target Population</b>	<b>Platform</b>
First-Year Students	Leadership Program
Fraternity & Sorority Members	Leadership Training Positional Leadership
Honors College	Positional Leadership
Student Organization Members	Leadership Workshops Positional Leadership
Underrepresented Minor Students	Leadership Program Positional Leadership
Women	Leadership Program Positional Leadership

**Figure 16. Leadership platforms used for specific student populations.**

Although this may not be an exhaustive list at the institution, the data did reveal intentional efforts made to support the leadership development of the identified student populations. Most of the evidence was found within the collected documents, specifically program information documents or training manuals. However, several interview participants also recognized leadership education efforts targeted at first-year students. An administrative-level participant shared:

The premier [leadership] program, that's a well-developed program focusing specifically on leadership, is the first-year leader scholar program. That's been in place well before my

time. And it's gone through various revisions and, it's probably now, as well structured in terms of supporting specific leadership competencies or outcomes as it ever has been. I think that's a big plus. I think that's probably the best example of a well-developed program. Similarly, another administrative-level participant not only referenced this same leadership program targeting first-year students, but expanded on that by sharing how leadership education was incorporated into the first-year transition program. When asked to share specific leadership programs at the institution, they stated:

The first-year leader scholar program (FLSP), but also a lot of our peer mentoring programs. FLSP is very much designed to be, I mean the focus is leadership. For example, the Jumpstart [transition program] mentors, the focus is not necessarily leadership, but I think there are leadership skills and it is informed by leadership theory. It's informed by leadership, teaching those mentors, those leadership skills.

These examples illustrate the intentional efforts made to teach leadership to a targeted population. No evidence was collected to support leadership education efforts for the general undergraduate student population. This further supports the theme that leadership education at the institution was targeted to specific populations of students.

#### **4.2.3 Active learning contributes to undergraduate student leadership development**

Another theme to emerge in exploring how the institution implemented leadership education was the construct that active learning contributes to undergraduate student leadership development. In this study, active learning as a pedagogical approach includes leadership experiences where students are engaged in their learning. Active learning is inclusive of both curricular and co-curricular contexts. Although it is not clear whether active learning was used

as an intentional approach to leadership education, interview data did support the idea that active learning was believed by participants to be a contributing factor of student leadership development. Examples of active learning experiences contributing to leadership development were expressed by all interview participants. For the purpose of the study, active learning experiences were categorized into four types: (a) co-curricular; (b) high-impact practices; (c) practical application; and (d) positional leadership.

High-impact practices (HIPs) (Kuh, 2008), were the most commonly referenced type of active learning. These included internships, service learning, study abroad, and undergraduate research. When providing insight on leadership platforms utilized at the institution, an academic dean connected leadership training to internships, “Leadership training. Internships are supposed to be that. And so, they should be the ideal of that. We do internships sometimes, well, and we do internships sometimes, not very well.” As for service learning, findings from an existing study referenced in a document shared by a staff participant stated that, “Faculty perceptions regarding their teaching philosophies indicate a high degree of value placed on the effectiveness of service-learning in promoting leadership, communication, and teamwork skills through modification and adaptation to real-world situations.” An administrative-level participant supported this idea, asserting that:

Service leader programs certainly promote a particular aspect of leadership. I think of it more as developing service-oriented students. The service part comes before the leadership part. So, you're going to be a much more effective, a proponent of service, community engagement and service, if you develop leadership skills that allow you to implement that. Another example of using HIPs as an approach to active learning of leadership is through study abroad. An administrative-level participant stated that,



One practice, much of what we do with mentoring, if there is travel. Now if they're just traveling abroad, then I don't think there is leadership. But if they're study abroad, and we have to actually get inside the culture, where we actually change our minds, we have a practice going on.

These examples illustrate how HIPs as an active learning strategy contributes to leadership development; however, little evidence was presented of using HIPs as an intentional approach to teaching leadership.

One faculty member, however, did provide evidence to support the use of active learning as a pedagogical approach to leadership education. The following excerpt illustrates how they created an active learning environment in and beyond the classroom:

Pedagogically, we adopt an active learning environment. It's a student-led organization, and it's a dynamic shift...The students determine the activities that we do. The students sequence the activities for the year. The students form a staff and they fill leadership positions. They have leadership positions and responsibilities that are congruent with those leadership positions... in every aspect we try to power down to the student and we guide their activities. In the classroom, those activities are planning our weekly lab...in the classroom we're teaching those problem-solving techniques. We're teaching the lessons that kind of nest with what the activities they're doing.

This example highlights both leadership positions and practical application as a means of creating an active learning environment.

Study findings suggest that active learning was viewed by study participants as an important element of student leadership development. It was expressed by nearly all participants that active learning supports leadership learning and competency development. However, the

evidence did not support whether active learning was commonly used as an intentional approach to leadership education or if leadership educators were pedagogically connecting active learning to the concept of leadership.

#### **4.2.4 Finding #7: Leadership education is not institutionalized**

The first three themes supporting inquiry question two—*How is leadership education being implemented at the institution within both curricular and co-curricular contexts?*—highlight specific strategies or platforms used to implement leadership education. Another theme to emerge, however, was participants’ belief that leadership education was not institutionalized. Departmental silos, lack of a common institutional strategy, and the belief that the institution lacked commitment all impacted the ways in which leadership education was implemented at the university. Although the evidence demonstrated value in the efforts occurring to support undergraduate leadership development, nearly all participants also stated that the institutional approach to leadership education was not as effective as it could be if it were more institutionalized.

Several participants referred to the approach to leadership education as happening in silos or pockets. One faculty member used the term “pockets of pedagogy” when referring to the current state of leadership education:

I think there are pockets of pedagogy. I don't even know if there's been a good inventory to identify whose pants those pockets are in. You know, who's doing that kind of stuff. I've talked to you a lot about, you know, in higher education,...one of the real problems I see in higher education is that we split the total student. And so, everything above the eyeballs belongs to me. And everything from the nose down belongs to you guys. And I

think that's really problematic and I don't think we can fully develop students as leaders until we figured out how to work with the whole student.

Similarly, an administrative-level participant provided an example of the silos or pockets of leadership occurring at the institution:

I think it's happening all over the campus in various pockets. But it's all happening, sort of devoid of a centralized idea around leadership. It's more about building those specific skills. Tour guides, for example, in Admissions. I know nothing about what they do except that they give tours, but I'm sure that they're having conversations with them about the ways to represent themselves publicly in front of others. There's a leadership component to that, but I don't know that it's necessarily tied back to leadership. If I sat here and just tried to rattle off every single thing, I could probably come up with dozens of individual efforts that have a leadership training component to them.

The data evidenced a number of leadership platforms used to support leadership development across the institution. The data revealed ninety-five different experiences, across 34 different departments or units, in which students might be exposed to leadership education through varying platforms. A complete listing is found in Appendix P. Given the boundaries of this case study, the leadership experiences identified may only represent a portion of opportunities offered at the institution.

Other participants believed that these silos demonstrate a lack of institutional commitment to leadership education. When asked if leadership was an integral part of the university, one staff member stated, "I can't say that it is. I think there's people doing amazing work on this campus. I don't think that that necessarily is part of the business model." Another participant shared their

thoughts on how the new general education program at the institution illustrates a lack of institutional commitment:

If you asked me if we think it's a priority, our actions have to speak for us. We're restructuring the new general education program that affects leadership negatively...Now, I'm pretty sure if you asked the administration, they would say, 'of course it's important.' I think if we believe we want it to be, we have to be.

Further expanding on that idea, a staff member participant discussed the importance of aligning institutional priorities with the university mission statement. They stated:

And we say leadership is important because it is in our mission statement, but how are we achieving that? I do think we bring it from all different angles, but there is no strategic approach to what that looks like. There's no general conversation about leadership happening and where we are prioritizing some of these areas. But if we say it's important to us, we got to know what we're doing and how we're getting there.

These examples provide insight as to why the current institutional approach to leadership education is not institutionalized. This evidence, however, also illustrates participants' understanding of what might need to occur for the institution to move towards a more common, institutional approach to leadership education.

### **4.3 Additional Findings**

#### **4.3.1 Finding #8: A need exists for a common strategic approach to leadership education**

Aside from the findings supporting the study inquiry questions, one additional theme emerged from the data that is significant to the initial problem of practice identified in Chapter 1: the institution lacks a comprehensive understanding of its efforts to support undergraduate leadership development. This theme encompasses needs expressed by participants to better support undergraduate leadership development through a common strategic approach. This section outlines this additional finding discovered through the analysis.

Previous sections of this chapter provided evidence to support general themes in how leadership education was implemented at the institution during the time of this single-case study. This section, however, summarizes participants' thinking of what needed to occur at the institution to increase the effectiveness of leadership education moving forward. Nearly all interview participants shared thoughts and convictions on the need for an institutional commitment to leadership education through a common strategic approach. This need included ideas such as developing a common definition or framework of leadership, bringing stakeholders together to discuss a shared vision and create buy-in, and the importance of collaboration. When asked why a common strategic approach was needed, a faculty member shared,

It's not explicit. It's hidden around. I think that if everyone engaged in a more systematic approach, if it were a general requirement that some students take a leadership course or engage in some kind of leadership, or co-curricular activity, then people would be talking about leadership.

Similarly, an administrative-level participant stated,

If there isn't strategy that is systemic around it, it'll happen in small pods. It won't happen in the connectedness of those pods that it needs to. And there may be some great efforts happening in those pods, but it won't be something that is systemic overall.

Several participants recommended that in order to create strategy, there must be stakeholder buy-in. For example, evidence revealed a need to bring leadership educators together to discuss collaboration or a shared vision. An administrative-level participant shared,

I think there'd be a lot of interest in having that conversation, but I don't think anybody has organized that conversation. There's a lot of people who are doing stuff and the word leadership shows up in various places, but, there's never been a sort of deliberate effort in the way that there have been in some other areas to bring together people who have an interest or at least maybe have some views on it and talk about what that might mean more specifically at [the institution].

A previous finding discussed earlier in this chapter is that leadership is defined, within the boundaries of this case, at the individual unit or program level. There also, however, was evidence to support an interest in developing a common definition or framework for leadership at the institutional level. A faculty member stated the importance of doing so, "How can you have leadership as one of your foundational bricks if you don't know, if you don't have a shared definition, if you don't have a taxonomy, if you don't have a shared mission?" Supporting this idea, an administrative-level participant explained why a common framework of leadership is essential to leadership education:

There may be many people who are giving some thought to, okay, this is helping in [students'] leadership development, but there is no common framework in terms of which can first of all be encouraged in a systematic way and also then assessed in a systematic

way... Imagine that we've got 10 different people in 10 different areas and they either implicitly or explicitly [have] 10 have different views about what leadership is. Well, in whatever they're communicating to students, they're going to be communicating that particular understanding. And it may be very confusing to students, 'Wait a minute, this person said this is leadership and now I'm over here and they're saying this is leadership. I don't know what to make of all this.' Maybe there are 10 different ways of viewing, but then there's got to be some mechanism whereby students are aware of that, and one of the goals is to synthesize that. But if it's just a whole bunch of different people doing different things, it's going to interfere negatively with the education process.

This excerpt not only encourages a common institutional framework, but one that can be interpretable or viewed through different lens.

Overall, evidence supported the finding that stakeholders were interested in at least beginning to discuss a common strategic approach. Furthermore, a general belief existed amongst study participants that a common institutional strategy for leadership education would have a greater impact on undergraduate student leadership development outcomes.

#### **4.4 Conclusion**

This chapter presented findings to support the study inquiry questions—*(1) How is leadership defined at the institution, within both the curricular and co-curricular contexts? and (2) How is leadership education being implemented at the institution, within both the curricular and co-curricular contexts?* First, evidence provided insight to how leadership was explicitly and implicitly defined, within the boundaries of the case. The data confirmed that the institution did

not have an explicit, institutional definition of leadership. Participants revealed that leadership was interpreted at the individual unit or program level, although only two explicitly written definitions of leadership were found in the document data. There was some commonality among participants' personal definitions of leadership—leadership is a process, a process not defined by a position, but rather a continuous learning process. Leadership was also implicitly defined by participants as a set of competencies, or rather knowledge, values, abilities, and behaviors that lead to effective leadership (Seemiller, 2013). The number of competencies revealed was quite vast, with communication, teamwork, group dynamics, civic responsibility, and self-awareness stated most often. Three general findings contribute to the exploration of inquiry question one: (a) leadership is interpreted at the individual unit or program level; (b) leadership is a process; and (c) leadership is described through competencies.

Secondly, evidence was provided to illustrate how undergraduate leadership education is implemented at the institution, within the boundaries of the case. Interview and document data revealed a heavy reliance on the use of student leadership positions as a platform for leadership education, with nine types of leadership positions uncovered in the data. Student leadership positions were viewed as a space for leadership education to occur and for students to practice or apply leadership skills. Leadership education at the institution appeared to target specific populations of students, including first-years, fraternity and sorority members, Honors College students, student organization members, underrepresented minority students, and women. No evidence existed to support leadership education occurring for the general student population. It was also discovered that participants viewed active learning as a significant contributor to student leadership development. These active learning approaches included co-curricular experiences, high-impact practices, practical application, and positional leadership.



Lastly, the exploration of how leadership education was implemented at the institution revealed participants' belief that leadership education was not institutionalized. A general belief existed among study participants that a common institutional strategy for leadership education would have a greater impact on undergraduate student leadership development outcomes. Four general findings contribute to the exploration of inquiry question two: (a) positional leadership is a heavily relied on platform of leadership education; (b) leadership education is targeted at specific student populations; (c) active learning contributes to undergraduate student leadership development; and (d) leadership education is not institutionalized.

Finally, the data revealed one additional finding that contributed to the understanding of leadership development at the institution: stakeholder interest in an institutional commitment to leadership education through a common strategic approach is imperative. Nearly all participants provided insight to support this view. A strategic approach could come in the form of developing a common definition or framework of leadership, bringing stakeholders together to discuss a shared vision or create buy-in, and/or intentional collaborative efforts towards leadership education.

## **5.0 Conclusions and Implications**

The purpose of this inquiry was to acquire an understanding of how undergraduate student leadership development was understood and implemented at an institution of higher education. This qualitative study implemented a case study approach, using semi-structured interviews and documents as the methods of data collection. The case was set within the context of a rural, mid-sized, public institution situated within western Pennsylvania. Interview participants included faculty and staff leadership educators, and administrators who had an influence on institutional strategy. Organizational documents that informed undergraduate student leadership development were collected from leadership educators across the institution, within both curricular and co-curricular contexts. An in-depth analysis, using inductive coding methods along with code mapping techniques, led to the emergence of eight themes that support the study inquiry questions. These themes served as the major findings of this inquiry study.

The conceptual framework of this inquiry study was guided by three main concepts supported by the literature discussed in Chapter 2. The first concept was that higher education did not promote a common definition of leadership. Yet, having a common language of leadership guides intentional leadership program development (Seemiller & Murray, 2013) and supports the development of organization-level strategy. The second concept was the assumption that leadership can be purposefully taught and learned by all students, and therefore requires an organization-level approach to leadership education. Seemiller and Murray's (2013) research indicated that institutions have a greater impact on student leadership development when a strong collaborative effort between co-curricular leadership programs and academic programs is evident. The third concept was that literature within the field of college student leadership development

demonstrated a critical need for continued assessment and evaluation of student leadership programs. Program assessments provide a deeper understanding of current practice, which creates opportunity to design or re-design intentional leadership education aimed at enhancing student leadership development (Andenoro et al., 2013). These three concepts served as the initial conceptual framework for this applied research study and led to the development of study protocol informed by two student leadership program assessment tools: *CAS Self-Assessment Guide for Student Leadership Programs* (CAS SLPs) (2012a) and *Guiding Questions: Guidelines for Leadership Education Programs* (Guiding Questions) (ILA, 2009).

This final chapter provides a synthesis of findings from this inquiry study, with supporting scholarship and professional knowledge in the field of college student leadership development. This synthesis begins with an examination of major findings introduced in the previous chapter followed by a discussion of implications for practice, study limitations, and opportunities for future research.

## **5.1 Conclusions of Major Findings**

This inquiry study was designed to explore how leadership was defined and how undergraduate leadership education was implemented at the institution, within both curricular and co-curricular contexts. Through the analysis, several themes emerged to support the study inquiry questions. These themes served as the study's major findings and are listed below as they relate to each inquiry question:

- Inquiry Question #1: How is leadership defined at the institution, within both curricular and co-curricular contexts?

- Finding #1: Leadership is interpreted at the individual unit or program level.
- Finding #2: Leadership is defined as a process.
- Finding #3: Leadership is described through competencies.
- Inquiry Question #2: How is leadership education being implemented at the institution, within both curricular and co-curricular contexts?
  - Finding #4: Positional leadership is a heavily relied upon platform of leadership education.
  - Finding #5: Leadership education is targeted at specific student populations.
  - Finding #6: Active learning is viewed as a major contributor to undergraduate leadership development.
  - Finding #7: Leadership education is not institutionalized.
- Additional Finding:
  - Finding #8: A need exists for a common strategic approach to leadership education.

Reflecting upon these findings led to the formation of three key assertions of how leadership was defined and how leadership education was implemented at the institution. A key assertion, a term coined by Erikson (1986) and reinforced by Saldaña (2016), is “a statement that proposes a summative, interpretive observation of the local context of a study” (p. 15). As qualitative research is situational in nature, assertions, rather than conclusions, embrace the temporal nature of a “truth” that is context dependent (Nolen & Talbert, 2011). The three assertions I established to conclude this study are discussed in this section. They include:

1. An explicitly stated institutional definition of leadership does not exist, therefore, how leadership is defined at the institution is greatly influenced by individual definitions of

leadership as put forth by leadership educators, as well as institutional context and culture.

2. Leadership educators and administrative leaders revealed a heavy reliance on student leadership positions and high-impact practices as a means to teach leadership, particularly to specific populations of undergraduate students.
3. Leadership education is not institutionalized, generating a need for a more collaborative, institutional approach between leadership educators.

**5.1.1 Assertion #1: An explicitly stated institutional definition of leadership does not exist, therefore, how leadership is defined at the institution is greatly influenced by individual definitions of leadership as put forth by leadership educators, as well as institutional context and culture**

The first section of *Guiding Questions* (ILA, 2009) poses, “How does the context of the leadership education program affect the program?” (p. 8). Considering this question alongside the study findings demonstrates an influence of institutional context on how the institution defined leadership. Evidence suggested that how leadership was defined at the institution was greatly influenced by individual definitions of leadership as put forth by leadership educators, as well as institutional context and culture.

Just as higher education as a whole does not promote one common definition of leadership, as illustrated in Chapter 2, this study confirmed the assumption that the institution, at the time of this case study, did not promote one common, institutional definition of leadership. This is reasonable given that the concept of leadership is quite vast and is interpretable by nature. Although some commonalities existed among how participants defined leadership, it was clear

that leadership at the institution was interpreted at the individual unit or program level. Study evidence suggested that the definition of leadership was established by the leadership educator responsible for the individual course or program. These individual definitions, however, were likely informed by personal experience, scholarly research and professional knowledge, institutional context and culture, or a combination of these factors. Kezar, Carducci, and Contreras-McGavin (2006) suggest that “leadership depends on the perspectives of the individuals in an organization whose opinions are shaped by the institutional history and culture” (p. 12). Although not one common institutional definition was promoted, these unit and program-level definitions informed the way that leadership was implicitly defined at the institution. This suggests that the unit or program interpretations of leadership, informed by institutional context and culture, could assist in the development of a common language through an institutional framework. Seemiller and Murray (2013) remind us the importance of having a common language of leadership, as it not only serves as a guide for leadership program development, but can assist in connecting leadership development opportunities with student academic disciplines.

Evidence revealed two major commonalities between how select individuals across the institution defined leadership, the first being that *leadership is a process*. For many participants, the process involves working with others towards a common goal or mission. These commonalities are consistent with how leadership is defined by the Council for the Advancement of Standards in Higher Education (CAS) (2012). The CAS SLPs (2012) states that “leadership is an inherently relational process of working with others to accomplish a goal or promote change” (p. 3). Study evidence suggested that a common understanding of leadership defined as a process did exist between some leadership educators at the institution. However, given the boundaries of this case, this finding cannot be applied to all institutional stakeholders. Without a common,

explicit institutional definition, how leadership is defined relies on personal or unit-level definitions.

The second commonality in how individual leadership educators and administrators defined leadership was that leadership was described through competencies. Being able to translate leadership outcomes in relation to a common set of leadership competencies is relevant in both academic and co-curricular work (Seemiller & Murray, 2013). Communication and teamwork were the most referenced competencies in this study, as used implicitly to define leadership. This evidence aligns well with the importance of leadership in career readiness, as both communication and teamwork are identified by the National Association of Colleges and Employers (NACE) as critical competencies associated with career readiness (Koc et al., 2017). Although communication and teamwork appear most often, the raw data revealed a total of 47 different competencies used to implicitly define leadership. Seemiller's Student Leadership Competency Model (2013) suggests a set of 60 competencies are prevalent across curricular and co-curricular contexts. This evidence demonstrates how leadership, as defined through competencies, is interdisciplinary in nature and can be influenced by institutional context.

### **5.1.2 Assertion #2: Leadership educators and administrative leaders revealed a heavy reliance on student leadership positions and high-impact practices as a means to teach leadership, particularly to specific populations of undergraduate students**

The second assertion of this study is that leadership educators and administrative leaders revealed a reliance on specific leadership platforms as a means to teach leadership, particularly to specific populations of undergraduate students. I came to this assertion on the basis of three of this study's key findings: (a) positional leadership was a heavily relied upon platform of leadership

education, (b) leadership education was targeted at specific student populations, and (c) active learning was viewed as a major contributor to undergraduate leadership development.

The Multi-Institutional Study of Leadership (MSL) confirmed that holding a leadership position in a college organization has a strong positive influence on leadership development (Dugan & Komives, 2007). Positional leadership roles broadly describe positions such as student organization executive board positions, team captains, committee chairs, peer mentors, and others. Evidence from the MSL conducted in 2018 at the institution in this case, supported this finding. The national MSL (2007), however, found that nearly half of college students reported never having the opportunity to serve in a leadership position while in college. This poses a challenge relevant to this case study in that leadership educators and administrative leaders revealed a heavy reliance on positional leadership as a platform of leadership education. Applying the MSL findings at the case institution would suggest that a significant amount of the student population is never exposed to positional leadership as a form of leadership education. This study suggested that a variety of leadership positions were available for undergraduate students, however, it remained unknown as to the distribution of the positional leadership roles among the entire undergraduate population. Furthermore, Generation Z (students born between 1995-2010) research reveals that it may be increasingly difficult to recruit students to fill leadership roles, as their perception of traditional positional leaders is not positive (Seemiller, & Grace, 2017). This suggests that a greater intervention is needed to change student perceptions regarding student leadership positions, or the institution must intentionally find other ways for more students to be exposed to leadership education through other platforms.

The assertion that leadership educators and administrative leaders revealed a reliance on specific leadership platforms also highlighted a dependence on leadership education targeting



specific populations of students. Dugan and Komives (2007) suggest the importance of designing distinct leadership programs for specific groups of students. It does appear that the institution has made efforts in this area, as specific leadership opportunities targeting first-year students, fraternity and sorority members, Honors College students, student organization members, underrepresented minority students, and women, were uncovered in the analysis. Evidence suggested that specific leadership programs were available for first-year students and underrepresented students, although positional leadership was still the most utilized platform of leadership education used with these student populations. This perpetuates the question of how many students are actually exposed to these types of leadership opportunities.

Furthermore, study evidence illustrated how active learning pedagogies were viewed as a significant contributor to leadership development. However, the study revealed a disconnect between high-impact practices (HIPs) identified in this study as significant contributors to leadership development, and HIPs identified in scholarly literature that are more strongly associated with gains in leadership capacity. Dugan et al. (2013) emphasized that certain HIPs are more strongly associated with gains in leadership capacity than other HIPs, including (a) socio-cultural conversations with peers, (b) mentoring relationships, (c) community service, and (d) memberships in off-campus organizations. Interestingly, however, the study revealed an emphasis on other HIPs—(a) internships, (b) service learning, (c) study abroad, and (d) undergraduate research—as platforms for leadership development. I am not suggesting that the HIPs highlighted in this study do not positively influence leadership development, however, this could suggest that more could be done at the institution to help students connect all HIPs to leadership concepts; or intentionally designing leadership experiences to include HIPs that are evidenced to have a greater influence on undergraduate student leadership development.

### **5.1.3 Assertion #3: Leadership education is not institutionalized, generating a need for a more collaborative, institutional approach between leadership educators**

The Multi-Institutional Study of Leadership - Institutional Survey (MSL-IS) discovered that few IHEs describe themselves as having achieved sustained institutionalization in efforts to support student leadership development (Owen, 2012). Comparatively, in this single-case study, leadership education was not institutionalized, generating a need for a more collaborative institutional approach between leadership educators. Evidence suggested that although significant efforts to support leadership development were occurring across the institution, these efforts were operating in silos. Not only was there a disconnect between academic and student affairs in terms of leadership education, but silos also existed at the individual unit-level. The MSL-IS reported that although individual units claim not to “own” leadership education on campus, data revealed little collaboration between stakeholders and instead operate as siloed programs (Owen, 2012). The *CAS SLP* (2012) stresses that student leadership programs “must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success” (p. 14). In accordance, this study found evidence to show that leadership educators at the institution found value in collaboration and recognized the need to collaborate on leadership programming.

Institutionalization, however, goes far beyond collaboration between leadership educators and/or individual units. True institution-wide commitment transcends the boundaries of the units specifically charged with program delivery (CAS, 2012). It requires support at all levels, including administrative-level decision-makers who hold the greatest influence on institutional priorities and strategy. Institutionalization also requires resources, both fiscal and human capital. Above all, institutionalization requires a common strategy. The International Leadership Association stressed

the importance of a systematic approach to leadership education to increase the ‘fit’ of the leadership programs within the context of the institution (ILA, 2009).

Study evidence suggested that the operational silos and absence of institutional strategy for leadership education demonstrated a lack of institutional commitment to supporting undergraduate leadership development. I would argue, however, that the volume of efforts to support leadership development illustrated an institutional commitment, although that commitment was represented at the individual unit level. Rather, this shows that the approach to leadership education was not institutionalized through a lack of common understanding or common strategic approach. However, evidence also suggested that individual stakeholders—faculty, staff, and administrative leaders—placed great value on developing the leadership capacities of students and the need to develop a common strategic approach. Therefore, this presents an opportunity to introduce more intentional efforts in creating an institutional approach to leadership education at the case institution.

## **5.2 Implications for Practice**

As this inquiry was designed to be practical in nature, there are several implications that could influence the work of leadership educators, and more specifically help to evolve leadership education at the case institution. Furthermore, through critical reflection of the study findings, this inquiry could assist in the development of a common strategic approach to leadership education at the university. Overall, the implications outlined in this section illustrate several opportunities for leadership educators and administrative leaders to inform practice.

### **5.2.1 Institution-Level Taskforce**

To seek such commitment, various stakeholders must convene to begin conversations about current practices and potential opportunities for leadership education at the institution. Owen (2012) recommends building an institution-level task force to “identify pockets of leadership innovation and to think systematically about how to forge connections across and among existing programs” (p. 21). Development of such an advisory group, such as this, is a standard best practice in higher education, particularly given that student leadership programs occur in a variety of units across the institution (CAS, 2012). As stated by several participants in this study, there are many “good things” happening in terms of undergraduate leadership development on the campus. Such a task force would allow open dialog to share ideas, discuss challenges, and identify opportunity for collaboration. An institution-level task force should include faculty and staff leadership educators from across academic and student affairs units, students from various disciplines, and at least one administrative leader who possesses greater influence on institutional strategy development. Alumni and/or employee stakeholders may also benefit a leadership task force, as they can provide perspective of leadership development needs post-college.

### **5.2.2 Institutional Framework for Leadership**

This study confirmed that although there are some commonalities in how leadership was defined by stakeholders across the institution, there was not one common, explicitly stated definition of leadership. Given the interpretable nature of leadership, however, it is nearly impossible for all stakeholders to agree upon one common definition. Therefore, developing an

institutional framework of leadership would provide leadership educators with a common language to apply in practice. Having a common language provides an easy translation between academic and student affairs, helps guide program development, and can assist in exposing students to leadership development opportunities that best apply to their academic discipline (Seemiller & Murray, 2013).

An institutional framework for leadership should directly align with the institutional mission, and be based upon clearly stated principles, values, and assumptions developed by stakeholders (CAS, 2012). A framework provides guiding constructs or parameters, yet still allows for individual interpretation. Therefore, leadership educators would still have the opportunity to interpret the framework in relation to their discipline and make decisions on how the framework is applied to curriculum, program development, and various leadership platforms used to teach leadership.

Furthermore, if leadership is to be viewed as an outcome of higher education, it also must be measurable. A common framework would provide consistency in assessment practices. The fifth and final question posed by *Guiding Questions* (2009) is: “What are the intended outcomes of the leadership education program and how are they assessed and used to ensure continuous quality improvement?” (p. 27). Without a common framework for leadership, answering this question poses a challenge.

### **5.2.3 Intentional Efforts Towards the General Student Population**

In addition to a common framework, this inquiry also revealed that greater intervention is needed to encourage student participation in leadership roles, or the institution must intentionally find other ways for more students to be exposed to leadership education through other platforms.

The institution relied heavily on positional leadership roles as a platform of leadership education. Yet, nearly half of college students may never serve in a positional leadership role while in college (Dugan & Komives, 2007). Although this study has illustrated that the institution has made, and should continue, efforts in supporting positional leadership roles, additional efforts should prioritize leadership education with the general student population or general student organization members. Dugan and Komives (2007) suggest the importance of getting students to at least one leadership program, as they often help to jump-start the leadership development process. Given that nearly 80% of undergraduate students reported being involved with a student organization or group during college (Dugan & Komives, 2007), the institution should focus additional efforts on the leadership education of general student organization members, as appear to be an untapped market of opportunity. Furthermore, “general membership in co-curricular groups is one of the strongest predictors of leadership development even beyond gains associated with positional role attainment.” (Dugan, 2008, p. 12).

#### **5.2.4 Connect Leadership Concepts to Current Student Experiences**

Aside from creating stand-alone leadership programs targeting the general population of students, an opportunity exists to connect leadership concepts to experiences already occurring across the institution. Dugan and Komives (2007) suggest integrating leadership learning with other student experiences such as study abroad, academic advising, and other points of student contact. Active learning experiences and HIPs, addressed in previous chapters, serve as the ideal platform for such learning. Faculty and staff must assist students in making connections between these experiences and how they help to develop leadership outcomes. This reinforces the need for a common institutional definition of leadership and framework for leadership development, as it

would provide consistency among experiences and assist faculty and staff who may not have formal leadership training. Owen (2012) points out that the preparedness of leadership educators varies greatly, many with little to no coursework in leadership studies.

### **5.2.5 Development of a Common Institutional Strategy**

No matter what the future holds for student leadership development at the institution, this study identified a critical need for a common institutional strategy for undergraduate leadership education. The *CAS SLPs* reinforce this need, stating that stakeholders with organizational authority must engage in strategic planning that “articulate a vision and mission that drive short- and long-term planning” (p. 19). This need can best be illustrated by historical information that was discovered while writing the final chapter of this dissertation. After data collection and analysis, it was uncovered that a definition of leadership and framework to develop student leadership outcomes previously existed at the institution. The framework was developed circa 2001 by a committee of faculty and staff. The definition and framework are included in Appendix Q. My findings show no evidence to support the current use of this framework, or that it was sustained over the course of time. What this does suggest, however, is that without a strategic approach, one that provides a long-term vision, sustainability of leadership education is in jeopardy. Shifting of institutional priorities, personnel changes, and the constant evolution of higher education can all impact the direction of leadership education at the institution. The encouraging news, however, is that the importance of enhancing the leadership capacities of undergraduate students is a growing priority within higher education, as industry leaders and professional associations are increasingly calling on institutions of higher education (IHEs) to develop leadership capacities in undergraduate students in more purposeful and strategic ways

(AAC&U, 2007; Brill et al., 2009; CAS, 2012b, 2009; ILEC, 2016; NASPA & ACPA, 2004; Peck & Preston, 2018).

### **5.2.6 Continuous Assessment and Evaluation**

The conceptual framework that guided this study highlighted the critical need for continued assessment and evaluation of student leadership programs. *The National Leadership Education Research Agenda 2013-2018* (Andenoro et al., 2013) suggested a “multi- and mixed-methods approach to extricating innovative pedagogy and curriculum development in leadership education research” (p. 7). This inquiry study not only supported this agenda, but also reinforced the need for continued research. One benefit of case study research is the stimulation of new research (Yin, 2018). Findings from this inquiry study serve as launching point for the institution’s undergraduate leadership education research agenda moving forward and can contribute to the larger body of research in the field of leadership education. The next section discusses limitations from this study and opportunities for future research.

## **5.3 Study Limitations and Future Research**

Using a single-case study design, a natural limitation of this study is that it only provided a snapshot of leadership education at one-single institution, bounded by a specific time period. Therefore, the results of this study cannot be generalized across higher education. This, however, opens the door for future research by replicating the study at similar institutions, creating a multiple-case study. This would allow for comparison of results, which might uncover similarities



or differences related to leadership education across institutions. Findings could contribute to the larger field of research of college student leadership development and undergraduate leadership education. The Multi-Institutional Study of Leadership - Institutional Survey (MSL-IS) reported a need for more research on diverse institutional approaches to leadership (Owen, 2012).

Study findings suggested that a variety of leadership positions were available for undergraduate students at the institution; however, it remained unknown as to the distribution of these positional leadership roles among the entire undergraduate population. This perpetuates the question of how many students are actually exposed to these types of leadership opportunities. This might suggest a quantitative or mixed-methods study to investigate the number of students at the institution that hold a leadership position, if they hold multiple positions, and if there are differences in leadership outcomes between various types of student leadership roles.

This study was also limited by sample participants and the volume of documents collected. Although 67% of invited stakeholders participated, and all four colleges and student affairs subdivisions had representation, individual academic programs or student affairs departments were not all represented in the sample. Despite this, the number of documents collected was quite significant given the time boundaries of the study. Future research should explicitly state which type of documents are requested for the study. Although participants in this study were given basic guidelines and examples of relevant documents, final submission was still left up for interpretation by the participant. Defining exactly which type of documents are relevant would allow for a narrower research focus.

As discussed earlier in this chapter, “leadership depends on the perspectives of the individuals in an organization whose opinions are shaped by the institutional history and culture” (Kezar, Carducci, & Contreras-McGavin, 2006, p. 12). Social identity, personal and educational

background, sector, discipline, and other contextual factors of stakeholders contribute to institutional culture. This study was reflective of institutional stakeholders with a vested interest in student leadership development and did not take into account cultural contexts such as participant demographics or social identity. Future research might include investigation into differences in how leadership is defined between gender, race, or other cultural factors that might influence one's view of leadership.

#### **5.4 Demonstration of Practice**

As a result of this inquiry study, two deliverables were produced to demonstrate my learning throughout the dissertation process. Given that this was case study research, the deliverables directly related to the institution at the center of the case. My demonstration of practice included an executive summary of findings provided to university administrators, along with a formal presentation of findings at the institution's professional development day.

The first was an executive summary of the findings presented to the Academic and Student Affairs Executive Council (ASAEC). The ASAEC is led by the University Provost and includes the four college deans and five associate provosts overseeing student affairs, enrollment management, institutional technology, and planning and resource management. The ASAEC is the decision-making body for academic and student affairs-related policies and procedures, budgets, and new program development. Several members of the ASAEC oversee one or more of the university strategic goal committees. Providing an executive summary of findings to the ASAEC is essential to beginning the process of establishing a university-wide, comprehensive approach to student leadership education. Administrators must encourage a culture in which the

responsibility for leadership education falls to everyone within the organization (Dugan & Owen, 2007). In addition to inquiry findings, the executive summary provided a visual representation of how undergraduate leadership education was occurring at the institution. The executive summary was intended to illustrate what was learned through this inquiry study and provide recommendations to inform practice and strengthen undergraduate leadership education at the institution.

The second deliverable was a presentation of the study findings during the institution's professional development day, a mini-conference for university faculty and staff to present on research, initiatives, and other professional development topics. "Leadership development is the responsibility of faculty and staff across the educational environment" (Dugan & Owen, 2007, p. 21); therefore, the inquiry findings are relevant to faculty and staff from various disciplines and functional areas across the institution. The presentation shared the problem of practice, relevant literature, and study findings. The presentation concluded by sharing implications for practice at the institution, including pedagogies and best practices that might assist faculty and staff in creating intentional opportunities to most effectively support undergraduate student leadership development.

## **5.5 Conclusion**

A study participant astutely summarized the problem of practice this study aimed to address, that the institution lacked a comprehensive understanding of its efforts to support undergraduate student leadership development.

Administrators, faculty, and staff need to be educated on what leadership is; what leadership skills, abilities, competencies are connected to that; why it's important and how we can play a role in that. There still has to be an education that takes place. I believe that if you walked up to somebody on this campus and you said, 'Is leadership important?' they'd say 'Yes.' If you then said, 'Okay, well then how are we supporting that? What are we doing?' They wouldn't know what to say.

As a single-case study, this inquiry's findings cannot necessarily be generalized across higher education; however, it does provide a glimpse into how undergraduate leadership was interpreted at the institution. The study achieved its goal of providing a deeper understanding of how leadership educators and administrative leaders, both stakeholders to student leadership development, understand the concept of leadership and their perspective on how undergraduate leadership development was supported at the institution. To conclude this dissertation, the three key assertions developed through the synthesis of the study's findings are reinforced:

1. How leadership was defined at the institution was greatly influenced by individual definitions of leadership as put forth by leadership educators, as well as institutional context and culture.
2. Leadership educators and administrative leaders revealed a heavy reliance on student leadership positions and high-impact practices as a means to teach leadership, particularly to specific populations of undergraduate students
3. Leadership education was not institutionalized, generating a need for a more collaborative, institutional approach between leadership educators.

These assertions serve as the foundation for institutional stakeholders to begin building a collaborative, institutional strategy for leadership education. Previous studies revealed that

institutions have a greater impact on student leadership development when a strong collaborative effort between co-curricular leadership programs and academic programs is evident (Seemiller & Murray, 2013).

As “building the leadership capacities of students” is reinforced in the university mission statement and strategic goals, leadership education should be considered an institutional priority. Yet, competing institutional priorities, coupled with academic and student affairs silos, impede progress toward creating a comprehensive approach to student leadership development (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; ILEC, 2016; Owen, 2012; Peck & Preston, 2018). If helping students build leadership capacities is truly an institutional priority, leadership educators must come together to forge a path of collaboration and intentionality, that not only promotes a campus culture of leadership, but positively influences student learning, development, and success.

## Appendix A

### Leadership Terminology and Examples of Implementation in Practice

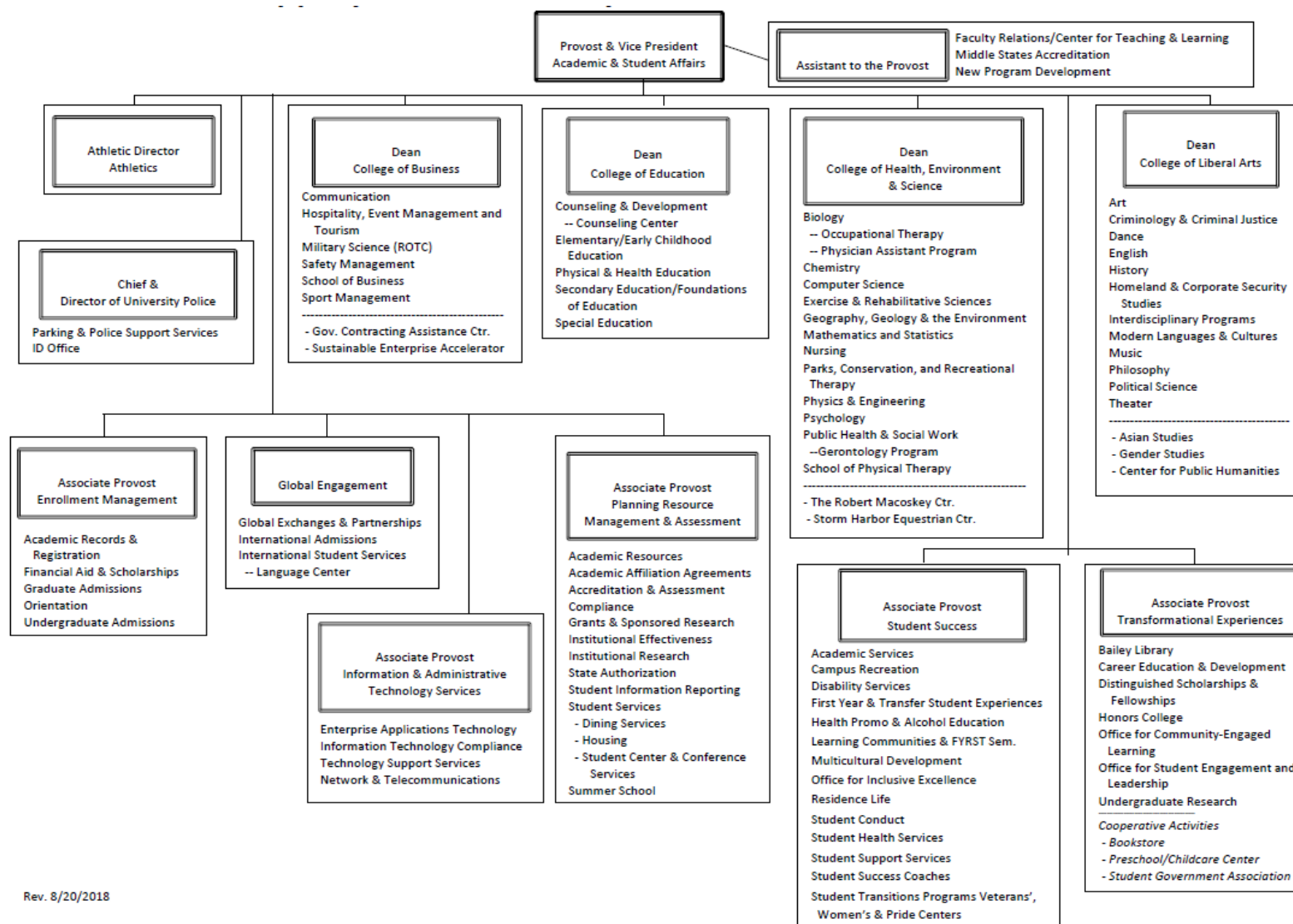
Term	Definition	Examples of Implementation
Leadership Capacity	“The knowledge, skills, and attitudes associated with the ability to engage in leadership” (Dugan et al., 2013, p. 6).	An outcome of leadership development.
Leadership Competency	“Knowledge, value, ability (skill or motivation), and behavior that lead to the outcome of effective leadership” (Seemiller & Murray, 2013, p. 35).	Verbal Communication Group Dynamics Resiliency Collaboration Civic Responsibility
Leadership Development	A continuous, systemic process designed to expand the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives (Allen & Roberts, 2011).	
Leadership Education	The pedagogical practice of facilitating leadership learning (Andenoro et al., 2013).	Co-curricular leadership programs grounded in theory  Academic curriculum designed using leadership research
Leadership Learning	An outcome of purposefully designed and integrated experiences that foster the development of leadership capacity (Allen & Roberts, 2011).	
Leadership Platform	The format of the curricular or co- curricular experience typically associated with best	Leadership workshop, speaker, conference, course, program, etc.

	practices in leadership education (Dugan et al., 2013).	
Leadership Programs	Leadership-related activities designed to intentionally promote outcomes of leadership learning (CAS, 2012a).	First-Year Leader Scholar Program designed to introduce first-year students to leadership concepts
Leadership Studies	Interdisciplinary, academic, and applied field of study centered on leadership concepts (Sowick, 2012).	Organizational Leadership major or minor
Leadership Training	Activities designed to develop ability to perform practical skills that facilitate effective leadership (Allen & Roberts, 2011).	Resident Assistant training

## **Appendix B**

### **Organizational Chart of the Academic and Student Affairs Division at the Case Institution**





Rev. 8/20/2018

## Appendix C

### Programs, by Unit, that Support Undergraduate Leadership Development at the Case Institution

<b>Unit</b>	<b>Sub-Division</b>	<b>Division</b>	<b>Examples of How Leadership Development is Supported</b>
Alumni Affairs	University Advancement	Finance, Administrative Affairs, and Advancement Services	Green and White Society Ambassadors
Athletics	Athletics	Academic and Student Affairs	Team Captains Student Athlete Advisory Committee (SAAC)
Campus Recreation	Student Success	Academic and Student Affairs	Student Employees and Interns
Career Education and Development	Transformational Experiences	Academic and Student Affairs	Internships Career Development Workshops
Community- Engaged Learning	Transformational Experiences	Academic and Student Affairs	Service Leadership Coordinators Engaged-Learning Facilitators Service-Learning Courses
Disability Services	Student Success	Academic and Student Affairs	ATLAS Program Peer Mentors
First-Year and Transfer Student Experiences	Student Success	Academic and Student Affairs	FRYST Peer Mentors
Global Engagement	Global Engagement	Academic and Student Affairs	Study Abroad Global Ambassadors
Health Promotions	Student Success	Academic and Student Affairs	Healthy Outreach Peer Educators

			Emotional Wellness Coaches
Honors College	Transformational Experiences	Academic and Student Affairs	Honors Options Experiences Honors College Executive Board
Inclusive Excellence	Student Success	Academic and Student Affairs	Jumpstart Transition Program Jumpstart Mentors Diversity Workshops and Programs
Leadership Development Center	Human Resources	Finance, Administrative Affairs, and Advancement Services	Academic Leadership Lab High and Low Challenge Courses
Liberal Studies Program	College of Liberal Arts	Academic and Student Affairs	Major Minor
Military Science (ROTC)	College of Business	Academic and Student Affairs	Army ROTC Military Science Courses
Orientation	Enrollment Management	Academic and Student Affairs	Orientation Ambassadors
Residence Life	Student Success	Academic and Student Affairs	Community Assistants Association of Residence Hall Students and Hall Councils Leadership Living-Learning Community
Student Engagement and Leadership	Transformational Experiences	Academic and Student Affairs	Student Organizations Fraternity and Sorority Life First-Year Leader Scholar Program Student Government University Program Board Leadership Workshops
Undergraduate Admissions	Enrollment Management	Academic and Student Affairs	Pride Guides (Admissions Tour Guides)

## **Appendix D**

### **Acronyms Commonly Used in Higher Education and in the Field of College Student Leadership**

The following acronyms are commonly used in the field of college student leadership and are referenced throughout this paper:

ACPA - American College Personnel Association

CAS - Council for the Advancement of Standards in Higher Education

CAS - SLPsCAS Self-Assessment Guide for Student Leadership Programs

ILA - International Leadership Association

ILEC - Inter-Association Leadership Education Collaborative

MSL - Multi-Institutional Study of Leadership

MSL-IS - Multi-Institutional Study of Leadership – Institutional Survey

NACA - National Association for Campus Activities

NACE - National Association of Colleges and Employers

NASPA - National Association of Student Personnel Administrators

NCLP - National Clearinghouse for Leadership Programs

RLM - Relational Leadership Model

SCM - Social Change Model of Leadership Development

SLC - Student Leadership Competencies

SLPI - Student Leadership Practices Inventory

## Appendix E

### Findings and Implications for Action from the Multi-Institutional Study of Leadership – Institutional Survey (MSL-IS) (Owen, 2012, p. 21-22)

MSL-IS Finding	Possible Actions
<p><b>Finding #1.</b> Despite the illusion that most universities now have sophisticated collegiate leadership development programs, many campuses identify themselves as at early stages of building critical mass, or working to enhance quality. Few programs describe themselves as having achieved sustained institutionalization.</p>	<ul style="list-style-type: none"> <li>• Seek to develop an institution-wide commitment to leadership (beyond the program or departmental level).</li> <li>• Convene an institution-level task force to identify pockets of leadership innovation and to think systemically about how for forge connections across and among existing programs.</li> <li>• Nurture leadership where it arises. Foster departmental-level engagement in the work of leadership, rather than relying only on individual commitment.</li> <li>• Create a structure (virtual or real) to share resources and ideas, leadership data, recognition, etc.</li> </ul>
<p><b>Finding #2.</b> Most leadership programs claim to be grounded in post-industrial, relational, complex approaches, yet many frequently rely on personality inventories, heuristics, and other non-theoretical (and non-leadership) approaches in program applications.</p>	<ul style="list-style-type: none"> <li>• Individual inventories and assessments are an important, but not sufficient, part of any leadership program. Help participants distinguish between theoretically – grounded models, theories informed by research, and intuitive approaches.</li> <li>• Teach students the value of evidence-based approaches to leadership.</li> <li>• Match leadership interventions with student developmental level and readiness for leadership.</li> </ul>
<p><b>Finding #3.</b> Leadership educator preparedness varies greatly. Most report little to no coursework in leadership studies yet there is an increasingly coherent and accepted body of leadership theories and research that should</p>	<ul style="list-style-type: none"> <li>• Encourage leadership educators to engage in continued personal and professional development around leadership. Consider virtual learning, regional, and campus-</li> </ul>

guide practice. Some emerging research contraindicates many popular approaches to leadership programs (Dugan).	
<b>Finding #4.</b> The emergent and rapidly changing nature of leadership development suggests the need for on-going education.	<ul style="list-style-type: none"> <li>based experiences if travel funds are limited.</li> <li>• Convene campus leadership learning communities focused on shared readings for continued growth.</li> <li>• Engage in on-going critical reflection about one's personal leadership beliefs, attitudes, privileges, and potential biases, and how they affect program design and delivery.</li> <li>• Affiliate with professional associations engaged in leadership education such as the NCLP, ILA, LEI, AAC&amp;U, to name a few.</li> <li>• Invite leadership educators to explore emerging standards for leadership education such as the ILA Guidelines, CAS SLPs, and others.</li> </ul>
<b>Finding #5.</b> Leadership programs claim not to own leadership education on campus, yet data reveal they are not collaborating with important stakeholders and instead operate as siloed programs. Remnants of a leadership 'excellence' approach may preclude collaboration with disability and learning assistance services and fosters an over-reliance on partners in campus activities and programming.	<ul style="list-style-type: none"> <li>• Foster, nourish, and develop relationships with diverse campus and community partners.</li> <li>• Invite shared on-going discussions with diverse collaborators about the nature and purposes of leadership education, including possible negative socio-historic connotations associated with leadership.</li> <li>• Consider ways to actively design inclusive communities and leadership programs that welcome all individuals.</li> </ul>
<b>Finding #6.</b> Resources vary greatly at participating institutions. MSL-IS results show the highly heterogeneous nature of collegiate leadership programs. Program variety in size, scope, purpose, reporting lines, resources, and stage of development makes it difficult to advocate for and make claims about the effects of such programs.	<ul style="list-style-type: none"> <li>• Consider the appropriate balance between fiscal and human resources. Seek diverse sources of funding and support, and consider self-support engines or entrepreneurial forms of revenue if institutional support is lacking.</li> <li>• Continue to link leadership program mission and vision to that of the institution and to advocate for program outcomes at all institutional levels. Occasionally external accolades and attention (awards, local press, etc) can drive internal supports.</li> </ul>
<b>Finding #7.</b> Many leadership educators claim to engage in regular assessment of student learning, program evaluation, and use of	<ul style="list-style-type: none"> <li>• Don't gather data no one needs. Be sure to think in advance about how data will be used and to gauge people's willingness to deal with positive and negative outcomes.</li> </ul>

national standards, yet practitioners are not always making full use of that data.	<ul style="list-style-type: none"> <li>• Use data for program advocacy, formative design, as well as for summative/outcome purposes.</li> <li>• Collect multiple forms of data (counts, needs assessments, satisfaction surveys, outcomes measures, qualitative approaches) and match data use with appropriate audience.</li> <li>• Consider data sharing with others engaged in similar pursuits.</li> <li>• Adopt culturally and contextually sensitive approaches to assessment and evaluation (our assessment choices communicate our values and beliefs about leadership).</li> </ul>
<b>Finding #8.</b> Few leadership programs engage in regular strategic planning. Leadership educators need to do more to close the assessment loop by connecting planning and results.	<ul style="list-style-type: none"> <li>• The rapidly shifting landscape of higher education requires on-going strategic planning and consistent evaluation of results. Consider using SOAR analysis (strengths, opportunities, aspirations, results) to identify places for innovation.</li> <li>• Involve diverse constituents in the planning process – including students, community members, and others committed to leadership development.</li> </ul>
<b>Finding #9.</b> Respondents are using CAS Student Leadership Program standards (SLPs) for program development and assessment, but less so to advocate for resources or to disseminate to other campus constituents. The advocacy function of the Standards is underutilized.	<ul style="list-style-type: none"> <li>• Because CAS is a nationally-recognized consortium of professional associations, CAS standards have weight among many institutional leaders. Be sure you are effectively using the CAS SLPs to advocate for leadership programs resources and support, to benchmark leadership programs against national norms, and to connect program level outcomes with articulated national learning domains.</li> </ul>
<b>Finding #10.</b> More research on diverse institutional approaches to leadership is needed.	<ul style="list-style-type: none"> <li>• This study of the intersections of institutional context, leadership program characteristics, and individual student leadership outcomes has only scratched the surface of what needs to be discovered about the design and delivery of collegiate leadership programs.</li> </ul>

## **Appendix F**

**CAS Self-Assessment Guide for Student Leadership Programs (CAS SLPs) – Standards  
and Criterion for Part 1. Mission and Part 2. Program (CAS, 2012, p. 13-19)**



# CAS

## Self-Assessment Guide Student Leadership Programs

August 2012

### Part 1. MISSION

The mission of Student Leadership Programs (SLP) must be to prepare students to engage in the process of leadership. To accomplish this mission, the program must

- be grounded in the belief that leadership can be learned
- be based upon clearly stated principles, values, and assumptions
- use multiple leadership theories, models, and approaches
- provide students with opportunities to develop and enhance a personal philosophy of leadership that includes understanding of self, others, and community, and acceptance of responsibilities inherent in community membership
- promote intentional student involvement and learning in varied leadership experiences
- acknowledge effective leadership behaviors and processes
- be inclusive and accessible, by encouraging and seeking out underrepresented populations

SLP must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

Student leadership development must be an integral part of the institution's educational mission.

The SLP mission should be developed in collaboration with appropriate and multiple constituents interested in leadership development.

SLP should seek an institution-wide commitment that transcends the boundaries of the units specifically charged with program delivery.

ND Does Not Apply	0 Insufficient Evidence/ Unable to Rate	1 Does Not Meet	2 Partly Meets	3 Meets	4 Exceeds	5 Exemplary
Criterion Measures						Rating
1.1	The mission of the Student Leadership Program (SLP) is to prepare students to engage in the process of leadership					
1.2	The SLP					
1.2.1	develops, disseminates, and implements its mission					
1.2.2	regularly reviews its mission					
1.3	The SLP's mission statement					
1.3.1	is consistent with that of the institution					

1.3.2	is consistent with professional standards	
1.3.3	is appropriate for student populations and community settings	
1.3.4	references learning and development	
1.4	Student leadership development is an integral part of the institution's educational mission	

## Part 1. Mission Overview Questions

A. What is the program mission?

B. How does the mission embrace student learning and development?

C. In what ways does the program mission complement the mission of the institution?

## Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Student Leadership Programs (SLP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, SLP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:

**Domain: knowledge acquisition, integration, construction, and application**

- Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

**Domain: cognitive complexity**

- Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity

**Domain: intrapersonal development**

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

**Domain: interpersonal competence**

- **Dimensions:** meaningful relationships, interdependence, collaboration, and effective leadership.

**Domain: humanitarianism and civic engagement**

- **Dimensions:** understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility

**Domain: practical competence**

- **Dimensions:** pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

**SLP must**

- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- articulate contributions to or support of student persistence and success
- use evidence gathered through this process to create strategies for improvement of programs and services

**SLP must be**

- intentionally designed
- guided by theories and knowledge of learning and development
- integrated into the life of the institution
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, populations with distinct needs, and relevant constituencies
- delivered using multiple formats, strategies, and contexts

**Where institutions provide distance education, SLP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.**

**SLP must be comprehensive in nature and provide opportunities for students to develop leadership knowledge and skills. SLP staff must design learning environments reflective of the institutional mission, organizational context, learning goals, and intended audience. Programs must have clear theoretical foundations and be based upon well-defined principles, values, and assumptions. Programs must**

facilitate students' self-awareness, their capacity for collaboration, and their ability to engage within multiple contexts while understanding diverse perspectives.

Key components of SLP must include the following: opportunities for students to develop the competencies required for effective leadership; multiple delivery formats, strategies, and contexts; and collaboration with campus and community partners. These components are described in more detail below.

**1) SLP must provide opportunities for students to develop the competencies required for effective leadership.**

**SLP must advance student competencies in the categories of foundations of leadership; personal development; interpersonal development; and the development of groups, organizations, and systems.** Suggested content for each of these categories follows.

Foundations of leadership should include

- historical perspectives on leaders, leadership, and leadership development
- established and evolving theoretical, conceptual, and philosophical frameworks of leadership
- the distinction between management and leadership
- diverse approaches to leadership including positional (leadership-follower dynamics) and non-positional (collaborative-process models)
- theories and strategies of change
- the integrative and interdisciplinary nature of leadership
- cross-cultural and global approaches to leadership

Personal development should include

- an awareness and understanding of various leadership styles and approaches
- exploration of a personal leadership philosophy, including personal values exploration, leadership identity development, and reflective practice
- connection of leadership to social identities and other dimensions of human development, such as psychosocial, cognitive, moral, and spiritual development
- leadership skill development, including accessing and critiquing sources of information, ethical reasoning and decision making, oral and written communication skills, critical thinking and problem-solving, cultural competence, goal setting and visioning, motivation, creativity, and risk-taking

Interpersonal development should include

- movement from dependent or independent to interdependent relationships
- development of self-efficacy for leadership
- recognition of the influences on leadership of multiple aspects of identity, such as race, gender identity and expression, sexual orientation, class, disability, nationality, religion, and ethnicity

Development of groups, organizations, and systems should include

Group competencies:

- team building
- developing trust
- group roles, group dynamics, and group development
- group problem-solving, conflict management, and decision-making



- shared leadership and collaboration
- Organizational competencies:
- organizational planning, communication, and development
  - organizational culture, values, and principles
  - organizational politics and political systems
  - organizational lifecycles, sustainability, and stewardship
  - methods of assessing and evaluating organizational effectiveness

Systems competencies:

- understanding and critiquing of systems and human behavior within systems including functional and dysfunctional practices
- coalition-building and other methods of systemic change
- civic and community engagement
- leadership across diverse organizations, environments, and contexts

**2) SLP must provide multiple delivery formats, strategies, and contexts. SLP must be intentionally designed to meet the developmental needs of participants across diverse contexts. SLP programs must be based on principles of active learning.**

Examples of delivery formats include retreats, conferences, credit-bearing courses, workshops, internships, panel discussions, case studies, films, lectures, simulations, mentor programs, adventure training, assessment tools, portfolios, and participation in local, regional, and national associations. Consideration should be given to on-line delivery methods.

SLP should provide strategies that may include training, education, and development. SLP *training* refers to activities designed to improve individual performance within specific roles; *education* consists of activities designed to provide improve the overall leadership knowledge of an individual; and *development* involves activities and environments that encourage growth and increasing complexity.

SLP should provide strategies that involve programs and services that are *open* to all students, *targeted* to a specific group of students, and aimed at students with *positional* leadership roles.

SLP should include multiple *contexts* for leadership development, such as diverse academic and career fields, campus organizations and committees, employment and internship settings, community involvement and service-learning, family, international settings, and social and religious organizations.

**3) SLP must collaborate with campus and community partners**

**SLP must involve a diverse range of partners in the planning, delivery, and assessment of programs and services.**

This group may include faculty members, students, staff members, group advisors, community members, and on- and off-campus organizations.

SLP should consider collaborating with a broad range of campus departments, community groups, schools, and businesses to increase awareness of leadership programs, fiscal and human resources, and access to additional sources of leadership expertise.

ND Does Not Apply	0 Insufficient Evidence/ Unable to Rate	1 Does Not Meet	2 Partly Meets	3 Meets	4 Exceeds	5 Exemplary
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Criterion Measures						Rating
2.1	The Student Leadership Program (SLP) promotes student learning and development outcomes that					
2.1.1	are purposeful					
2.1.2	contribute to students' realization of their potential					
2.1.3	prepare students for satisfying and productive lives					
2.2	The SLP collaborates with colleagues and departments across the institution to promote student learning, development, persistence, and success					
2.3	The SLP					
2.3.1	assesses relevant and desirable student learning and development					
2.3.2	provides evidence of impact on outcomes					
2.3.3	articulates contributions to or support of student learning and development in the domains not specifically assessed					
2.3.4	articulates contributions to or support of student persistence and success					
2.3.5	uses evidence gathered through assessment to create strategies for improvement					
2.4	The SLP is					
2.4.1	intentionally designed					
2.4.2	guided by theories and knowledge of learning and development					
2.4.3	integrated into the life of the institution					
2.4.4	reflective of developmental and demographic profiles of the student population					
2.4.5	responsive to needs of individuals, populations with distinct needs, and relevant constituencies					
2.4.6	delivered using multiple formats, strategies, and contexts					
2.5	When distance education is provided, the SLP assists learners in achieving their education goals by providing access to					
2.5.1	information about programs and services					
2.5.2	staff members who can address questions and concerns					
2.5.3	counseling, advising, or other forms of assistance					
2.6	The SLP is comprehensive and provides opportunities for students to develop leadership knowledge and skills					
2.7	The SLP provides opportunities for students to develop the competencies required for effective leadership:					
2.7.1	foundations of leadership					
2.7.2	personal development					
2.7.3	interpersonal development					
2.7.4	development of groups, organization, and systems					
2.8	The SLP					
2.8.1	provides multiple delivery formats, strategies, and context					
2.8.2	designs programs to meet the developmental needs of participants across diverse contexts					
2.8.3	bases SLP programs on principles of active learning					
2.9	The SLP collaborates					
2.9.1	with a diverse range of campus and community partners					
2.9.2	in the planning, delivery, and assessment of programs and services					

## **Part 2. Program Overview Questions**

- A. What are the primary elements of the program?
  
- B. What evidence exists that confirms the contributions of the program to student learning and development?
  
- C. What evidence is available to confirm achievement of program goals?

## Appendix G

### Departments Included in the Initial Sample of this Study, by Sub-Division

Stakeholders from following units, broken down by division and sub-division, were invited to participate in the study:

<b>Academic and Student Affairs</b>	<b>Finance, Administrative Affairs, and Advancement Services</b>
<ul style="list-style-type: none"> <li>• Athletics</li> <li>• College of Business               <ul style="list-style-type: none"> <li>○ Military Science (ROTC)</li> <li>○ Communication</li> </ul> </li> <li>• College of Education</li> <li>• College of Health, Environment and Science               <ul style="list-style-type: none"> <li>○ Exercise and Rehabilitative Sciences</li> </ul> </li> <li>• College of Liberal Arts               <ul style="list-style-type: none"> <li>○ Leadership Studies Program</li> <li>○ Non-Profit Management</li> </ul> </li> <li>• Enrollment Management               <ul style="list-style-type: none"> <li>○ Orientation</li> <li>○ Undergraduate Admissions</li> </ul> </li> <li>• Global Engagement               <ul style="list-style-type: none"> <li>○ International Student Services</li> <li>○ Global Exchanges and Partnerships</li> </ul> </li> <li>• Planning, Resource Management, and Assessment               <ul style="list-style-type: none"> <li>○ Student Center and Conference Services</li> </ul> </li> <li>• Student Success               <ul style="list-style-type: none"> <li>○ Campus Recreation</li> <li>○ Disability Services</li> <li>○ First-Year and Transfer Student Experiences</li> <li>○ Health Promotions</li> <li>○ Inclusive Excellence</li> <li>○ Residence Life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• University Advancement               <ul style="list-style-type: none"> <li>○ Alumni Engagement</li> </ul> </li> <li>• Human Resources               <ul style="list-style-type: none"> <li>○ Leadership Development Center</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>○ Student Support Services</li> <li>● Transformational Experiences <ul style="list-style-type: none"> <li>○ Career Education and Development</li> <li>○ Community-Engaged Learning</li> <li>○ Honors College</li> <li>○ Student Engagement and Leadership</li> </ul> </li> </ul>	
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## Appendix H

### Participant Recruitment Email (Interview)

Dear [stakeholder name],

This email is to formally request your participation in a research study that I am conducting at [the case institution] throughout the 2019 spring semester. I am conducting this research as part of my doctoral dissertation at the University of Pittsburgh. Participation in this study is voluntary and you may stop participating at any time.

**The purpose of the study is to explore how leadership is defined, and undergraduate leadership education is implemented, at [the case institution].**

Participation in this study will include:

- Participation in a 60-minute semi-structured interview where you will provide perspective and insight on undergraduate student leadership development, across the institution, and within your respective department or unit.
- Provide documents relevant to the study, which might include departmental mission statements, program curriculum or co-curriculum, program learning outcomes, etc. It is my hope that findings from this study can be used to inform future institutional strategy and practice of undergraduate student leadership development at [the case institution].

If you are willing to participate, please use the following link to schedule an interview time: [participation link].

If the available times do not work with your schedule, please let me know and we coordinate a time that works for you. If you would like additional information regarding this study, I am happy to discuss further in person or over the phone.

Thank you for your consideration.

Sincerely,

Lauren E. Moran  
Doctoral Candidate, Doctor of Education  
University of Pittsburgh  
[lem133@pitt.edu](mailto:lem133@pitt.edu)

## Appendix I

### Participant Recruitment Email (Documents)

Dear [stakeholder name],

This email is to formally request your participation in a research study that I am conducting at [the case institution] throughout the 2019 spring semester. I am conducting this research as part of my doctoral dissertation at the University of Pittsburgh. Participation in this study is voluntary and you may stop participating at any time.

**The purpose of the study is to explore how leadership is defined, and undergraduate leadership education is implemented, at [the case institution].**

It is my hope that findings from this study can be used to inform future institutional strategy and practice of undergraduate student leadership development at [the case institution].

Participation in this study will include:

- Providing documents relevant to the study, which might include departmental mission statements, program curriculum or co-curriculum, program learning outcomes, etc.

Examples of relevant documents include:

- Departmental/program mission statements
- Department/program learning outcomes
- Course descriptions and syllabi
- Co-curricular program plans (leadership workshops, trainings, activities, etc.).
- Student leader position descriptions (student employees, organization leaders, peer mentors, etc.)

If you are willing to provide documentation, please reply to this email with the documents or email them directly to [lem133@pitt.edu](mailto:lem133@pitt.edu). All data collected will remain confidential.

As a reminder, participation in this study is voluntary and you may stop participating at any time. If you would like additional information regarding this study, or what might constitute a relevant document, I am happy to discuss further in person or over the phone.

Thank you for your consideration.

Regards,

Lauren E. Moran  
Doctoral Candidate, Doctor of Education  
University of Pittsburgh  
[lem133@pitt.edu](mailto:lem133@pitt.edu)

## **Appendix J**

### **Interview Protocol**

#### **Inquiry Questions:**

1. How is leadership defined at the institution, within both curricular and co-curricular contexts?
2. How is undergraduate leadership education being implemented at the institution, within both curricular and co-curricular contexts?

#### **(INTRO SCRIPT and CONSENT)**

Given the conditions outlined in the consent to act as a participant in this research study, do you agree to participate in today's interview?

I would like to audio-record the conversation to ensure accuracy of the transcription. Do you agree to this?

Do you have any questions before we begin?

This interview is being led by Lauren Moran, Doctoral Candidate for Doctor of Education at the University of Pittsburgh.

#### **I. Introduction**

- a. Please state your name and position title.
- b. How long have you been in this position? How long have you worked at [the case institution]?
- c. Please share a little about your educational background, professional positions, and experience.

#### **II. Construct #1: Definition of Leadership**

The concept of leadership is quite broad and can be interpreted differently by the individual or organization. To create system-level strategy for undergraduate student leadership development, an institution should not only ground leadership education in research and theory but must also create a common language of leadership. I would like to learn more about how the [insert department, unit, college] defines leadership.

- a. Given your professional experiences overall, please tell me how you define leadership?
  - i. What experiences or knowledge have impacted why you believe leadership is defined the way you described?
  - ii. How does your personal definition of leadership align with the mission and goals of [the case institution]?
- b. Given your professional experience at [the case institution], how do you believe [the case institution] currently defines leadership?
  - i. How do you believe this definition aligns with the university mission and goals?
  - ii. Where does your definition come from? Please share any theories, models, or research that support or help you (or the unit) to determine this definition.
    - How do these theories, models, or research align with the institution mission, goals, and learning outcomes?
  - iii. Do you believe the definition provided is a common definition understood university-wide?
- c. Do you believe undergraduate leadership development is an integral part of [the case institution's] educational mission?
  - i. In what ways do you believe undergraduate leadership development supports the university mission, goals, and learning outcomes?
  - ii. In what ways does [the case institution] seek institution-wide commitment for undergraduate leadership development?
  - iii. Describe some examples of how [the case institution] as a whole supports undergraduate leadership development.
  - iv. Describe some examples of how your unit or department supports undergraduate leadership development.
- d. What do you believe are the broad, institutional goals or outcomes of undergraduate leadership development?
  - i. How are these connected to the university mission, goals, and learning outcomes?
  - ii. What are the knowledge, values, skills, and abilities considered essential in developing leadership outcomes?
    - How are these connected to the university mission, goals, and learning outcomes?
- e. Do you believe [the case institution] could be effective in achieving undergraduate leadership outcomes if we had a common definition or language of leadership?
  - i. If so, how?
  - ii. If no, why not?

### III. Construct #2: Implementation of Leadership Development

I would like to now focus the discussion on the ways in which undergraduate leadership is implemented at [the case institution]. Efforts to support undergraduate student leadership development, requires both rigorous scholarship and application (ILEC, 2016). Prior to this interview, I provided a list of terminology that provided definitions to the various approaches to implementing undergraduate leadership development. These included: leadership education, leadership studies, leadership platforms, leadership programming, and leadership training. Please consider these definitions as we discuss the next few questions.

Leadership education is defined as “the pedagogical practice of facilitating leadership learning in an effort to build human capacity and is informed by leadership theory and research. It values and is inclusive of both curricular and co-curricular educational contexts” (Andenoro et al., 2013).

- a. In what ways do you believe [the case institution], as a whole, practices leadership education?
- b. In what ways do you believe your department or unit practices leadership education?
  - i. What are specific programs or courses?
  - ii. Who is responsible for facilitating leadership education initiatives? (faculty, peers, etc.)
  - iii. What are some of the teaching practices or pedagogical approaches used to support leadership development?

Leadership studies is defined as “the academic study of leadership as a discipline or in the various disciplines in which leadership is also situated” (Komives et al., 2011, p. xvi).

- a. In what ways do you believe [the case institution] implements leadership studies?
  - i. What are specific disciplines that inform the study of leadership?
- b. In what ways do you believe your department or unit implements leadership studies?
  - i. What are specific majors/minors? Programs? Courses?
  - ii. What are the specific program requirements?
  - iii. What leadership models or theories that are grounded in the curriculum?
- c. In what ways, if any, is your department or unit collaborating with other disciplines or units to implement leadership studies?

Leadership programs are defined as “opportunities to study leadership and to experience... leadership-related activities designed to intentionally promote desired outcomes of student leadership learning” (CAS, 2012b).

- a. What programs or experiences at SRU, both curricular and co-curricular, align with this definition of leadership programs?
  - i. Which programs are implemented by your department or unit?
    - What are the learning outcomes?
    - What are the teaching strategies used?
    - How are these programs ground in leadership theory or models?
- b. In what ways, if any, is your department or unit collaborating with other disciplines or units to implement leadership programs?

Leadership training is “activities designed to develop ability to perform practical skills that facilitate effective leadership” (Allen & Roberts, 2011, p. 66)

- a. What type of leadership training is occurring at [the case institution], in both curricular and co-curricular programs?
  - i. Which of these training activities are occurring within your department or unit?
    - What are the learning outcomes?
    - What are the teaching strategies used?
    - How are these programs ground in leadership theory or models?
- b. In what ways, if any, is your department or unit collaborating with other disciplines or units to implement leadership training?
- c. Do you see any gaps in how leadership education is implemented? Or how [the case institution] is supporting undergraduate student leadership development?
  - i. How might [the case institution] address these gaps?
  - ii. What are recommendations for improvement?

Referring back to the beginning of the interview, as we know, the concept of leadership is quite broad and can be interpreted differently by the individual or organization. There is significant research to support that creating system-level strategy for undergraduate student leadership development, and/or a common language of leadership, has a greater impact on student learning and leadership development.

- a. Do you believe [the case institution] could be effective in achieving undergraduate leadership outcomes if we had a strategic approach to leadership education and the implementation of leadership development initiatives?
  - i. If so, how? Why?
  - ii. If no, why not?



- b. Given your role as [interviewee's position], what recommendations do you have for [the case institution] to move towards an institutional strategy to support undergraduate student leadership development?

I have no further questions for the interview. Are you willing to provide documents relevant to the study, which might include departmental mission statements, program curriculum or co-curriculum, program learning outcomes, etc? The collection method for those documents will be sent in a follow-up email.

This is the end of the interview. Thank you again for your participation. If you have any questions following this interview, please contact me at [lem133@pitt.edu](mailto:lem133@pitt.edu).

## Appendix K

### Consent to Act as a Participant in the Research Study

**STUDY TITLE:** Defining Undergraduate Student Leadership Development Through Practice: A Case Study

**PRINCIPAL INVESTIGATOR:**

Lauren Moran

[address]

[lem133@pitt.edu](mailto:lem133@pitt.edu)

[cell phone number]

**QUESTIONS ABOUT THE STUDY:**

*If you have any questions about your rights as a research subject or wish to talk to someone other than the research team, please call the University of Pittsburgh Human Subjects Protection Advocate toll-free at 866-212-2668.*

**SOURCE OF SUPPORT:** There are no sources of support.

**INTRODUCTION:**

The purpose of this study is to explore how leadership is defined, and undergraduate leadership education is implemented, at [the case institution].

You are being asked to participate because you are a faculty or staff member at [the case institution] and can provide valuable insight to current practices and influences impacting undergraduate leadership development at [the case institution]. Multiple stakeholder groups, including university senior leadership (the Provost, Associate Provosts and Deans within the Division of Academic and Student Affairs); Student Affairs managers and professional staff; and faculty have been asked to participate in this study. Participation in this study includes a semi-structured interview.

Responses from your interview will be kept confidential. Participation in this study is voluntary and you may stop participating at any time.

**RESEARCH ACTIVITIES:**

Participation in this study will include a 60-minute semi-structured interview where you will provide perspective and insight on undergraduate student leadership development, across the

institution and within your respective department or unit. Interviews will be recorded using the Temi mobile application and website. Responses from your interview will be kept confidential.

Interview questions will support the purpose of the study, which is to conduct a case study analysis of how undergraduate student leadership development is understood and leadership education is implemented at [the case institution]. Questions will be guided by the study inquiry questions:

1. How is leadership defined at the institution, within both curricular and co-curricular contexts?
2. How is undergraduate leadership education being implemented at the institution, within both curricular and co-curricular contexts?

### **STUDY RISKS:**

Overall there are minimal risks to participating in this study. Although every reasonable effort has been taken, confidentiality during Internet communication activities cannot be guaranteed and it is possible that additional information beyond that collected for research purposes may be captured and used by others not associated with this study.

### **STUDY BENEFITS:**

Findings from this study can be used to inform future institutional strategy and practice of undergraduate student leadership development at [the case institution]. Institutions have a greater impact on student leadership development when a strategic and collaborative effort between co-curricular leadership programs and academic programs is evident (Seemiller & Murray, 2013)

### **PRIVACY (Person) and CONFIDENTIALITY (Data):**

All identifying data collected will be assigned an ID number for data analysis. Therefore, data collected will remain confidential. Only the principal investigator will have access to the identifying data, which will be password protected.

Interview data transmitted over the internet will not include identifying information. All data transmitted will be encrypted through the website developer.

### **WITHDRAWAL FROM STUDY PARTICIPATION:**

You can, at any time withdraw from this research study; you can also withdraw your authorization for us to use your identifiable information for the purposes described above. This means that you will also be withdrawn from further participation in this research study. Any identifiable research or information obtained as part of this study prior to the date that you withdrew your consent will continue to be used and disclosed by the investigators for the purposes described above.

Your decision to withdraw from this study will have no effect on your current or future relationship with [the case institution] or the University of Pittsburgh.

### **VOLUNTARY PARTICIPATION:**

Your participation in this research study is entirely voluntary. You may want to discuss this study with colleagues or your supervisor before agreeing to participate. If you would like additional information, or definition to any words used in the study, you are permitted to ask. The investigator will be available to answer your current and future questions.

Whether or not you provide your consent for participation in this research study will have no effect on your current or future relationship with [the case institution] or the University of Pittsburgh.

**CONSENT TO PARTICIPATE:**

The above information has been explained to me and all of my current questions have been answered. I understand that I am encouraged to ask questions, voice concerns or complaints about any aspect of this research study during the course of this study, and that such future questions, concerns or complaints will be answered by a qualified individual or by the investigator(s) listed on the first page of this consent document at the telephone number(s) given.

I understand that I may always request that my questions, concerns or complaints be addressed by a listed investigator. I understand that I may contact the Human Subjects Protection Advocate of the IRB Office, University of Pittsburgh (1-866-212-2668) to discuss problems, concerns, and questions; obtain information; offer input; or discuss situations that occurred during my participation. By signing this form I agree to participate in this research study. A copy of this consent form will be given to me.

\_\_\_\_\_  
Participant Name (Printed)

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

**INVESTIGATOR CERTIFICATION:**

*I certify that I have explained the nature and purpose of this research study to the above-named individual(s), and I have discussed the potential benefits and possible risks of study participation. Any questions the individual(s) have about this study have been answered, and we will always be available to address future questions, concerns or complaints as they arise. I further certify that no research component of this protocol was begun until after this consent form was signed.*

\_\_\_\_\_  
Printed Name of Person Obtaining Consent

\_\_\_\_\_  
Role in Research Study

\_\_\_\_\_  
Signature of Person Obtaining Consent

\_\_\_\_\_  
Date

## Appendix L

### Interview Participant Follow-up Email

[Stakeholder Name],

Thank you for participating in a semi-structured interview to support my research study. As I mentioned at the conclusion of the interview, you may also participate by providing documents that contribute to undergraduate student leadership development at [the case institution].

Examples of relevant documents include:

- Departmental/program mission statements
- Department/program learning outcomes
- Course descriptions and syllabus
- Co-curricular program plans (leadership workshops, trainings, activities, etc.).
- Student leader position descriptions (student employees, organization leaders, peer mentors, etc.)

If you are willing to provide documentation, please reply to this email with the documents or email them directly to [lem133@pitt.edu](mailto:lem133@pitt.edu). All data collected will remain confidential.

As a reminder, participation in this study is voluntary and you may stop participating at any time. If you would like additional information regarding this study, or what might constitute a relevant document, I am happy to discuss further in person or over the phone.

Thank you for your consideration.

Regards,

Lauren E. Moran  
Doctoral Candidate, Doctor of Education  
University of Pittsburgh  
[lem133@pitt.edu](mailto:lem133@pitt.edu)

## Appendix M

### First Cycle Coding Scheme

As coding is an iterative process, it was expected that the coding scheme would evolve throughout the research study. Though an inductive coding process, applying a hybrid of in vivo and descriptive coding methods, first cycle coding resulted in the below coding scheme.

<b>Inquiry Question 1: How is leadership defined at the institution, within both curricular and co-curricular contexts?</b>		
<b>CODE: Competency Development</b>		
<b>Sub-Codes:</b>		
<i>Accountability</i>	<i>Facilitation</i>	<i>Organizational Skills</i>
<i>Advocating for a Point of View</i>	<i>Flexibility</i>	<i>Personal Responsibility</i>
<i>Character</i>	<i>Followership</i>	<i>Presence</i>
<i>Civic Responsibility</i>	<i>Giving/Receiving Feedback</i>	<i>Problem Solving</i>
<i>Collaboration</i>	<i>Goal Setting</i>	<i>Project Management / Planning</i>
<i>Commitment</i>	<i>Group Dynamics</i>	<i>Research</i>
<i>Communication</i>	<i>Influencing Others</i>	<i>Resiliency</i>
<i>Confidence</i>	<i>Innovation</i>	<i>Responding to or Leading Change</i>
<i>Conflict Resolution</i>	<i>Integrity/Respect</i>	<i>Responding to Ambiguity</i>
<i>Creativity</i>	<i>Intellect</i>	<i>Seeing Other Perspectives</i>
<i>Critical Thinking</i>	<i>Interpersonal Development</i>	<i>Self-Awareness</i>
<i>Curiosity</i>	<i>Listening</i>	<i>Strategy Development</i>
<i>Decision-Making</i>	<i>Motivate / Empower Others</i>	<i>Taking Risks</i>
<i>Diversity</i>	<i>Openness</i>	<i>Teamwork</i>
<i>Empathy</i>	<i>Organization Development</i>	<i>Trustbuilding</i>
<i>Ethics</i>		
<b>CODE: Defined by Action</b>		
<b>CODE: Leadership can be learned; not just positional</b>		
<b>CODE: Leadership is a process</b>		
<b>CODE: Make the organization better</b>		
<b>CODE: Making positive change</b>		
<b>CODE: Model the Way</b>		

<b>CODE: No theoretical approach</b>		
<b>CODE: No-common definition</b>		
<b>CODE: Own vision, lens, or definition</b>		
<b>CODE: Shared Vision</b>		
<b>CODE: Theories or Models of Leadership</b>		
<b>Sub-Codes:</b>		
<i>Adventure Education/Outdoor Leadership</i>	<i>NACE Career Readiness Competencies</i>	<i>Socially Responsible Leadership Scale</i>
<i>Army Leadership Requirements Model</i>	<i>Servant Leadership</i>	<i>Student Leadership Competencies</i>
<i>Experiential Learning Cycle</i>	<i>Shared Leadership</i>	<i>Transformational Leadership</i>
<i>Gallup Strengths</i>	<i>Social Change Model</i>	
<b>CODE: Working Towards a Common Goal/Mission</b>		

<b>Inquiry Question 2:</b> <b>How is undergraduate leadership education being implemented at the institution, within both curricular and co-curricular contexts?</b>		
<b>CODE: Delivery Platforms/Formats</b>		
<b>Sub-Codes:</b>		
Academic Labs	Internships	Study Abroad
Co-Curricular Pathways	Leadership Program	Training
Conference / Institute	Lectures	Undergraduate Research
Curricular Threads	Seminar or Discussion-based	Workshops
High-Impact Practices	Service Learning	
<b>CODE: Co-Curricular</b>		
<b>CODE: Curricular</b>		
<b>Sub-Codes:</b>		
College of Business		
College of Education		
College of Health, Environment and Science		
College of Liberal Arts		
<b>CODE: Positional Leadership</b>		
<b>Sub-Codes:</b>		
Ambassador Programs	Program Leaders	Student Facilitators
Committee Work	ROTC Cadet/Officer	Student Organizations
Governmental Leaders	Student Employees	Workforce Leadership
Peer Mentors/Educator		
<b>CODE: Strategy</b>		
<b>Sub-Codes:</b>		
Active/Experiential Learning	Meet them Where they are at	Practical Application
Coaching	Mentoring	Reflection

Living Learning Community	Personality Assessments	
<b>CODE: Target Population</b>		
<b>Sub-Codes:</b>		
First-Year Students	Student Organization Members	Upperclass Students
Fraternity & Sorority Members	Underrepresented Students	Women
Honors Students		

<b>Additional Codes</b>
<b>CODE: Buy-In Admin, Faculty, Staff</b>
<b>CODE: Help students understand how they are achieving leadership</b>
<b>CODE: How we describe leadership impacts student learning</b>
<b>CODE: Lack of Assessment</b>
<b>CODE: Lack of knowledge of other units, departments, programs</b>
<b>CODE: More Effective w/Institutional Approach</b>
<b>CODE: Need for a Shared Vision</b>
<b>CODE: Need for collaboration or integration</b>
<b>CODE: Need for Common Definition, Strategic Approach or Framework</b>
<b>CODE: Need to assess the impact</b>
<b>CODE: Need to bring people together to discuss</b>
<b>CODE: No Strategic Approach or Institutional Commitment</b>
<b>CODE: Preparing for career/workforce</b>
<b>CODE: See it as someone else's responsibility</b>
<b>CODE: Silos or Pockets</b>
<b>CODE: Strategic Approach</b>



## Appendix N

### Competency Codes Revealed in the Data, by Frequency

The data revealed 47 different competencies used to describe leadership or to inform undergraduate leadership development. Table 1 lists all 47 competencies coded in the data, and the frequency they appeared within both methods of data collection. The competencies are listed by frequency of codes found in the total data, from most to least. Communication, teamwork, group dynamics, civic responsibility, and self-awareness appear within the top-ten most frequently coded for both method of data collection, which are identified in Table 1 with an asterisk.

**Table 1. Competency Codes Revealed in the Data, by Frequency**

<b>Competency Codes</b>	<b>Interviews</b>	<b>Documents</b>	<b>Total</b>
Communication*	7	24	<b>31</b>
Teamwork*	5	18	<b>23</b>
Project Management / Planning	1	19	<b>20</b>
Diversity	2	17	<b>19</b>
Group Dynamics*	3	14	<b>17</b>
Civic Responsibility*	3	13	<b>16</b>
Goal Setting	2	14	<b>16</b>
Organization Development	0	14	<b>14</b>
Interpersonal Development	7	7	<b>14</b>
Collaboration	0	12	<b>12</b>
Self-Awareness*	3	9	<b>12</b>
Critical Thinking	4	7	<b>11</b>
Advocating for a Point of View	1	9	<b>10</b>
Creativity	1	9	<b>10</b>
Decision-Making	2	5	<b>7</b>

Table 1 continued

Facilitation	2	5	<b>7</b>
Strategy Development	0	7	<b>7</b>
Confidence	2	5	<b>7</b>
Ethics	1	6	<b>7</b>
Motivate / Empower Others	4	2	<b>6</b>
Resiliency	2	4	<b>6</b>
Trustbuilding	3	2	<b>5</b>
Responding to or Leading Change	0	4	<b>4</b>
Conflict Resolution	2	2	<b>4</b>
Problem Solving	0	4	<b>4</b>
Flexibility	1	2	<b>3</b>
Research	0	3	<b>3</b>
Taking Risks	3	0	<b>3</b>
Followership	2	1	<b>3</b>
Organizational Skills	1	2	<b>3</b>
Responding to Ambiguity	2	1	<b>3</b>
Seeing Other Perspectives	3	0	<b>3</b>
Integrity/Respect	1	1	<b>2</b>
Giving/Receiving Feedback	1	1	<b>2</b>
Presence	1	1	<b>2</b>
Listening	1	1	<b>2</b>
Accountability	1	0	<b>1</b>
Character	1	0	<b>1</b>
Commitment	0	1	<b>1</b>
Influencing Others	1	0	<b>1</b>
Curiosity	1	0	<b>1</b>
Intellect	1	0	<b>1</b>
Empathy	1	0	<b>1</b>
Innovation	1	0	<b>1</b>
Personal Responsibility	0	1	<b>1</b>
Openness	1	0	<b>1</b>

## Appendix O

### Leadership Positions Identified in the Study

The data evidenced that the institution offered a wide variety of leadership positions for undergraduate students. Forty-five different position descriptions were collected.

Department	Position	Position Type(s)
Academic Services	FYRST Peer Leader	Peer Mentor/Educator
Alumni Engagement	Green & White Society Executive Board	Ambassador
Alumni Engagement	Green & White Society Ambassador	Ambassador
Athletics	Student Athlete Advisory Committee	Student Organization; Committee Member
Athletics	Team Captain	Student Organization
Campus Recreation	Intramural Sport and Club Sports Intern	Student Employee
Campus Recreation	Campus Recreation Assistant	Student Employee
Community-Engaged Learning	Bonner Leaders Program	Program Leader
Community-Engaged Learning	Experiential Learning Facilitator	Student Facilitator
Community-Engaged Learning	Service Leadership Coordinator	Program Leader
Financial Aid	FASFA Caller	Student Employee
Global Engagement	Global Ambassador	Ambassador; Peer Mentor
Honors College	Honors College Executive Board	Program Leader
Inclusive Excellence	Jumpstart Mentor	Peer Mentor/Educator
Interdisciplinary Programs	Student Non-Profit Alliance Executive Board	Student Organization
Military Science	ROTC Cadet/Battalion Leader	ROTC Cadet/Officer
Orientation	Orientation Ambassador	Ambassador
Residence Life	National Residence Hall Honorary Executive Board	Student Organization
Residence Life	Community Assistant	Peer Mentor/Educator
Residence Life	Association of Residence Hall Council Executive Board	Student Governance
Residence Life	Hall Council Executive Board	Student Governance

Student Center and Conference Services	Student Center and Conference Services Student Assistant	Student Employee
Student Engagement & Leadership	Student Leadership Specialist	Student Employee
Student Engagement & Leadership	University Program Board Executive Board	Student Organization
Student Engagement & Leadership	Homecoming Steering Committee Chair	Program Leader
Student Engagement & Leadership	Homecoming Steering Committee Assistant Chair	Program Leader
Student Engagement & Leadership	Homecoming Steering Committee Coordinator	Committee Member
Student Engagement & Leadership	Student Government Association Executive Board	Student Governance
Student Engagement & Leadership	Student Government Association Senator	Student Governance
Student Engagement & Leadership	Student Government Association Committee Member	Student Governance; Committee Member
Student Engagement & Leadership	First-Year Leader Scholar Program Peer Mentor	Peer Mentor/Educator
Student Engagement & Leadership	Interfraternity Council Executive Board	Student Organization
Student Engagement & Leadership	Interfraternity Council Chapter Representative	Student Organization
Student Engagement & Leadership	Panhellenic Council Executive Board	Student Organization
Student Engagement & Leadership	Panhellenic Council Chapter Representative	Student Organization
Student Engagement & Leadership	Fraternity Chapter President	Student Organization
Student Engagement & Leadership	Sorority Chapter President	Student Organization
Student Engagement & Leadership	Student Organization President	Student Organization
Student Engagement & Leadership	Student Organization Treasurer	Student Organization
Student Engagement & Leadership	Student Organization Executive Board	Student Organization
Student Health Services	HOPE Peer Educator	Peer Mentor/Educator; Ambassador
Student Health Services	Student Health Advisory Board	Committee Member
Student Support Services	BOOST Peer Coach	Peer Mentor
Undergraduate Admissions	Pride Guide	Ambassador

**Figure 17. Leadership positions identified in this study.**

This figure provides a full listing of student leadership positions identified in this study. Given the boundaries of this case study, the leadership roles identified may only represent a portion of positional leadership opportunities offered at the institution.

## Appendix P

### Leadership Experiences and Platforms Identified in the Study

The data evidenced number of leadership platforms used to support leadership development across the institution.

Department	Name	Platform	Modality
Academic Services	College Success Workshops	Workshop	Co-Curricular
Academic Services	FTRST Seminar Peer Leader Guide	Training	Co-Curricular
Alumni Engagement	Green and White Society Ambassador Training	Training	Co-Curricular
Alumni Engagement	Green and White Society Executive Board Training	Training	Co-Curricular
Campus Recreation	Recreational Sports Intern Training	Training	Co-Curricular
Campus Recreation	Student Employee Training	Training	Co-Curricular
Career Education and Development	Career Champions Pathway	Pathway	Co-Curricular
Communication	COMM 215 - Small Group Communication	Academic Course	Curricular
Communication	COMM 453 - Media Project Management	Academic Course	Curricular
Community-Engaged Learning	Experiential Learning Facilitator Training	Training	Co-Curricular
Community-Engaged Learning	Service Leadership Coordinator Training	Training	Co-Curricular
Counseling & Development	CDEV 201 - Interpersonal and Group Dynamics	Academic Course	Curricular
Dance	DANC 425 - Senior Capstone I Dance Research	Academic Course	Curricular
Elementary Education/Early Childhood	ELEC 348 - Leadership, Advocacy & Program Development	Academic Course	Curricular
Exercise and Rehabilitative Sciences	ERS 301 - Aerobic Exercise Leadership	Academic Course	Curricular
Exercise and Rehabilitative Sciences	ERS 302 - Exercise Leadership Resistance Training	Academic Course	Curricular
Global Engagement	Global Ambassador Training	Training	Co-Curricular
Homeland/Corporate Security Studies	CSS 354 - Risk Assessment and Fraud	Academic Course	Curricular
Honors College	Executive Board Training	Training	Co-Curricular

Honors College	Leadership Requirement	Co-Curricular Pathway	Co-Curricular
Hospitality, Event Management and Tourism	HEMT 222 - Programming and Leadership for HEMT	Academic Course	Curricular
Inclusive Excellence	Jumpstart Peer Mentor Training	Training	Co-Curricular
Inclusive Excellence	PASSHE Women's Consortium	Conference/Institute	Co-Curricular
Inclusive Excellence	Women's Center Programming	Workshop	Co-Curricular
Inclusive Excellence	Workshops and Presentations	Workshop	Co-Curricular
Interdisciplinary Programs	INDP 220 - Introduction to Nonprofit Management	Academic Course	Curricular
Interdisciplinary Programs	INDP 251 - Leadership Theory	Academic Course	Curricular
Interdisciplinary Programs	INDP 252 - Leadership Practicum	Academic Course	Curricular
Interdisciplinary Programs	INDP 253 - Online Practical Research	Academic Course	Curricular
Interdisciplinary Programs	INDP 318 - Research Methods in Interdisciplinary Studies	Academic Course	Curricular
Interdisciplinary Programs	INDP 320 - Community Change and Development	Academic Course	Curricular
Interdisciplinary Programs	INDP 350 - Multicultural Leadership	Academic Course	Curricular
Interdisciplinary Programs	INDP 352 - Self Leadership	Academic Course	Curricular
Interdisciplinary Programs	INDP 353 - Teambuilding for Leaders	Academic Course	Curricular
Interdisciplinary Programs	INDP 354 - Strategic Planning and Decision Making for Leaders	Academic Course	Curricular
Interdisciplinary Programs	INDP 355 - Leadership Development Course	Academic Course	Curricular
Interdisciplinary Programs	Leadership Studies (Major or Minor)	Program	Curricular
Leadership Development Center	Academic Lab	Academic Lab	Curricular
Leadership Development Center	Ropes Course	Workshop	Co-Curricular
Military Science	MS 100 - The American Military Experience	Academic Course	Curricular
Military Science	MS 102 - Principles of Leadership	Academic Course	Curricular
Military Science	MS 250 - ROTC Basic Leadership Practicum	Academic Course	Curricular
Military Science	MS 280 - Leadership Seminar	Academic Course	Curricular
Military Science	MS 302 - Advanced Military Skills	Academic Course	Curricular
Military Science	MS 350 - ROTC Advanced Leadership Practicum	Academic Course	Curricular
Military Science	MS 401 - Leadership Dimensions and Concepts	Academic Course	Curricular
Military Science	MS 450 - The Cadet Troop Leadership Internship	Academic Course	Curricular
Military Science	ROTC Program	Program	Curricular
Music	MUSI 199 - Fundamental Skills in Music Therapy	Academic Course	Curricular

Music	MUSI 205 - Music in Recreation	Academic Course	Curricular
Music	MUSI 228 - Therapeutic Musical Strategies	Academic Course	Curricular
Music	MUSI 300 - Marching Band Field Charting	Academic Course	Curricular
Nursing	NURS 327 - Group Process for Nursing	Academic Course	Curricular
Nursing	NURS 430 - Leadership in Nursing and Healthcare Systems	Academic Course	Curricular
Orientation	Orientation Ambassador Training	Training	Co-Curricular
Parks, Conservation and Recreational Therapy	PCRM 211 - Outdoor Leadership	Academic Course	Curricular
Parks, Conservation and Recreational Therapy	PCRM 342 - Group Facilitation and Leadership	Academic Course	Curricular
Parks, Conservation and Recreational Therapy	RCTH 320 - Recreational Therapy Program Design	Academic Course	Curricular
Physical and Health Education	PE 123 - Stand-Up Paddleboarding	Academic Course	Curricular
Physical and Health Education	PE 131 - Foundations of Leadership in Physical Activity	Academic Course	Curricular
Physical and Health Education	PE 189 - Basic Canoeing	Academic Course	Curricular
Physical and Health Education	PE 236 - Introduction to Kayaking	Academic Course	Curricular
Physical and Health Education	PE 241 - Outdoor Pursuits	Academic Course	Curricular
Physical and Health Education	PE 276 - Skate-Based Action Sports	Academic Course	Curricular
Physical and Health Education	PE 348 - Aquatic Leadership	Academic Course	Curricular
Physical and Health Education	PE 430 - Living Well	Academic Course	Curricular
Physical and Health Education	PE 450 - Internship in Physical Activity	Academic Course	Curricular
Physical and Health Education	PE 473 - Professionalism, Advocacy, and Leadership in Physical Activity	Academic Course	Curricular
Political Science	POLS 321 - The Presidency	Academic Course	Curricular
Residence Life	Community Assistant Training	Training	Co-Curricular
Residence Life	Leadership Living-Learning Community	Program	Co-Curricular
School of Business	HCAM 275 - Health Care Legal & Ethical Foundations	Academic Course	Curricular
School of Business	HCAM 410 - Strategic Leadership in Health Care Organizations	Academic Course	Curricular
School of Business	HCAM 425 - Long Term Care Management	Academic Course	Curricular
School of Business	MGMT 341 - Organizational Leadership	Academic Course	Curricular
Special Education	SPED 347 - Management & Leadership	Academic Course	Curricular
Sport Management	SPMT 386 - Leadership in Athletic Administration and Sport Management	Academic Course	Curricular
Student Center and Conference Services	Student Employee Training	Training	Co-Curricular
Student Engagement and Leadership	First-Year Leader Scholar Peer Mentor Training	Training	Co-Curricular

Student Engagement and Leadership	First-Year Leader Scholar Program	Program	Co-Curricular
Student Engagement and Leadership	Greek Leadership Training	Training	Co-Curricular
Student Engagement and Leadership	Interfraternity Council Executive Board Retreat	Training	Co-Curricular
Student Engagement and Leadership	Leadership Abroad Program	Program	Co-Curricular
Student Engagement and Leadership	Panhellenic Council Executive Board Retreat	Training	Co-Curricular
Student Engagement and Leadership	Student Government Association Executive Board Retreat	Training	Co-Curricular
Student Engagement and Leadership	Student Government Association Senate Retreat	Training	Co-Curricular
Student Engagement and Leadership	Student Leader Training	Workshop	Co-Curricular
Student Engagement and Leadership	Student Leadership Specialist Training	Training	Co-Curricular
Student Engagement and Leadership	Student Organization Workshops	Workshop	Co-Curricular
Student Engagement and Leadership	University Program Board Executive Board Training	Training	Co-Curricular
Student Health Services	HOPE Peer Educator Training	Training	Co-Curricular
Student Health Services	HOPE Programs	Workshop	Co-Curricular
Student Support Services	BOOST On-Demand	Workshop	Co-Curricular
Theatre	THEA 159 - Introduction to Theatre Arts Management	Academic Course	Curricular
Undergraduate Admissions	Pride Guide Training	Training	Co-Curricular

**Figure 18. Leadership platforms identified in the study.**

Leadership platforms identified in the study. The figure provides a full listing of the ninety-five experiences identified in the study, in which students might be exposed to leadership education through varying platforms. Given the boundaries of this case study, the leadership experiences identified may only represent a portion of leadership experiences offered at the institution.



## Appendix Q

### Leadership Competency Outcomes Framework from the Case Institution (circa 2001)

A definition of leadership and leadership competency outcomes framework that previously existed at the case institution, was uncovered during the study. The below framework was developed circa 2001 by a committee of institutional stakeholders, including faculty and staff.

**Leadership: Influencing individuals and organizations by providing purpose, direction, and motivation towards the achievement of common and understood goals and objectives.**

BASIC LEADERSHIP COMPETENCY OUTCOMES					
Students will gain basic awareness and understanding of the theory and practice of leadership to include issues of individual and group dynamics	Students will understand, demonstrate, and write a personal definition of leadership	Students will gain an awareness of diversity and how to work with people of different cultural, racial, and ethnic backgrounds	Students will gain an awareness of the role of ethics, democratic citizenship, social justice, and social conduct as it applies to leadership	Students will gain an understanding of leadership opportunities within the university and community	Students will be informed of methods to achieve advanced competency in leadership

<b>ADVANCED LEADERSHIP COMPETENCY OUTCOMES</b>				
Students will learn about and understand various theoretical frameworks for leadership	Students will learn about the role of leaders in supporting diverse communities and develop skills of facilitation and advocacy	Students will demonstrate critical thinking through the interpretation of leadership lessons and experiences	Students will explore opportunities to serve in leadership roles and will apply their leadership skills effectively within the campus and community	Students will articulate a plan for the continuation of leadership involvement and skill development after graduation from [the case institution]

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